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ABSTRACT

The bibliography contains 351 citations on the teaching of sociology at the college level. Focus is on work published since the mid-1960s. In preparing the bibliography, the compilers searched literature in the field as found in the following representative journals: "Teaching Sociology," "American Sociologist," "American Journal of Sociology," "American Sociological Review," "Sociology and Social Research," "Social Problems," and "Community College Social Science Quarterly." Content includes teaching introductory sociology, use of computers in teaching, personalized system of instruction, simulation and gaming, media and audiovisual materials, field experience, teaching sociology in professional schools and other atypical settings, undergraduate sociology curricula, preparing graduate students of sociology for teaching, and sociology textbooks. References are grouped into 19 categories, each containing approximately 50 citations arranged alphabetically by author. Over 90% of the citations include paragraph-length annotations. Other information is given about author, title, journal, issue and number, date, and pages. (AV)

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ON TEACHING UNDERGRADUATE SOCIOLOGY
Projects of the American Sociological Association

TEACHING SOCIOLOGY:

A BIBLIOGRAPHY

SECOND EDITION
June, 1977

PREPARED BY:

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The ASA Projects on Teaching are developing resources to assist sociologists in their teaching role. More than 150 sociologists from four year, two year and university departments work on aspects of (a) curriculum, (b) teacher development--for faculty and graduate students, and (c) institutional contexts in which teaching is carried out. In existence since the Fall of 1974, ASA Projects on Teaching have sponsored teaching workshops, worked cooperatively with state and regional sociological and social science associations (assisting on meeting programs and providing speakers and panelists) and been represented at the annual ASA meeting. A network of resource specialists in teaching is being developed to assist departments and other units of the profession requesting services. Through its "teaching resources center" the Projects make available to interested sociologists materials on teaching--many of which were prepared by units of the Project. The Projects on Teaching are official projects of the American Sociological Association and are assisted by grants from the Fund for the Improvement of Postsecondary Education (HEW) and the Lilly Endowment, Inc. (Indianapolis). The ASA Projects issue a periodic Project Newsletter which starting September 1, 1977 will be published at the ASA Executive Office in Washington, D.C. The Projects has its roots in efforts of the ASA Section on Undergraduate Education. The Coordinator of the ASA Projects is Dr. Hans O. Mauksch.

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TEACHING SOCIOLOGY: A BIBLIOGRAPHY

Second Edition; June, 1977

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Contents and Organization of the Bibliography

This bibliography contains 351 different citations on the teaching of sociology. With very few exceptions, references are to published work and over 90% of the citations are annotated. This bibliography is not exhaustive and focuses on work produced since the mid-1960s.

Citations are organized into the nineteen sections listed in the table of contents. Approximately 50 references appear in more than one section.

As an example of the sources and date of publication of references, we provide the following data on the first three sections of the bibliography: Those sections contain 106 citations, all but three of which were published articles. 60% of the articles appeared in either Teaching Sociology or The American Sociologist; remaining articles appeared in twenty-two other journals including American Journal of Sociology, Rural Sociology, Computing Reviews, Community College Social Science Quarterly, Pacific Sociological Quarterly, Social Forces, The Insurgent Sociologist, American Sociological Review, Journal of Political and Military Sociology, Sociology and Social Research. Of the 106 articles, 41 were published during the period 1975-mid 1977, 38 during 1970-1974, 20 during 1965-1969 and seven prior to 1965.

Description of the Literature Search

An exhaustive search was made of Teaching Sociology (published since October, 1973) and The American Sociologist (published since November, 1965). We employed the cumulative indices of American Journal of Sociology, Social Forces, American Sociological Review and such specialized journals as Social Problems and the Journal of Health and Social Behavior. The annual indices of Sociology and Social Research and all issues of the Community College Social Science Quarterly were scanned. We also made limited use of Sociological Abstracts but used only those entries referring to published work.

Note on Annotations

Where we have used the abstract found in a journal article, we have surrounded the annotation by quotation marks. Other uses of quotation marks signify passages we drew from the body of the article. All annotations not completely surrounded by quotation marks were prepared by one of the three compilers of this bibliography.

Request for Assistance

Users of this bibliography are urged to bring omissions or suggestions on improving the usefulness of this bibliography to the attention of Prof. Ethelyn Davis, Chair, Department of Sociology, Texas Woman's University, Denton, Texas 76204.

The compilers of this bibliography recognize that there are no doubt dozens of recent articles on the teaching of sociology not included here. We know that some articles which should be included appear in publications not easily available to us or not indexed in conventional sources (or categorized in ways that defy imagination).

Preparation of this Bibliography

Compilation and Annotation:	Ethelyn Davis, Charles Goldsmid, Wilhelmina Perry
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1. TEACHING INTRODUCTORY SOCIOLOGY COURSES

Apostle, Chris N. "An Approach to Teaching Introductory Sociology", American Sociologist 3,1, (February, 1968): 31-33.

Reasoning that the best way to learn a subject is to teach it, Apostle outlines strategies to overcome the problem of having student's teach a course at the same time they are being taught the content. He personalizes the strategies by drawing on his own teaching methodologies: Instead of a term paper assignment, a course outline assignment was made on the first day of class - due as a take-home examination on the last day of the semester. Students were required to detail information content for each of 44 class periods, present a rationale for the presentation , and list information sources. An analysis of received student outlines revealed an interesting consensus about ten concepts which were then formulated into an acronym and integrated in the instructor's own course outline. The problem then became one of finding a life process to which students could meaningfully apply the concepts. The meaningful experience was found in the context of collegiate life. The author claims that this approach is applicable to other subject areas beyond the introductory course.

Baali, Fuad and Michael C. Moore. "The Extended Deliberation: Definitions of Sociology, 1951-1970 Sociology and Social Research 56, 4 (July, 1972): 433-439.

This paper reports a study to determine the extent of agreement among sociologists on definition of sociology. The study was based on an examination of introductory sociology texts published in this country between 1951 and 1970, inclusive. Moreover, the sample consisted of only those texts with more than one edition; sixteen met the criteria. The definitions which were compiled were verified by the text authors, where possible. Generally speaking, there is a science but there is disagreement about the subject matter of the science. Baali and Moore compare their findings with those of Furfly in another study; there is broad similarity in the results.

Baker, Paul J. "Social Awareness Project." Teaching Sociology 3, 1 (October, 1975): 74-80.

"This paper describes a teaching-learning strategy in which social problems are examined comparatively from three distinct perspectives--common sense, journalism, and sociology. Students explore these perspectives outside the classroom through various activities which include taking a diagnostic questionnaire of their own common sense thoughts, interviewing other persons, reading materials from journalism and sociology, and writing a final report." Sample diagnostic questionnaire included.

Bassis, Michael S. and Joyce P. Allen. "Teaching Introductory Sociology with TIPS: An Evaluation," Teaching Sociology 4,2 (January, 1977): 141-154.

"TIPS is a recently developed teaching tool designed to individualize instruction in large classes with great efficiency. This paper describes how we implemented TIPS in an introductory sociology course at the University of Rhode Island and presents an evaluation of its effectiveness. Not only did students perceive TIPS to be a valuable learning aid but they scored considerably higher on the course exams than did a comparable control group."

Best, Joel, "The Introductory Sociology Survey." Teaching Sociology 4,3 (April, 1977): 271-276.

The Introductory Sociology Survey is a teaching device designed to teach introductory students basic skills in developing casual arguments and in using a computerized statistical package to analyze survey research data. Students are given codebooks for survey data and asked to write a brief paper predicting the relationship between at least two variables. After the relevant tables are printed by the computer, a second paper interprets the results in light of the prediction. The assignments can be modified to fit the requirements of various courses.

Bogardus, Emory S. "Selected Sociological Concepts for Beginning Students in Sociology. Sociology and Social Research 44, 3, (January - February, 1960): 200-208.

The article briefly explains 52 basic Sociological concepts.

Clark, Susan G. "An Innovation for Introductory Sociology", Teaching Sociology 1,2 (April, 1974): 131-142.

The author describes the conduct and results of a recent experimental course for introductory sociology at Georgetown University. The teaching method is called Personalized System of Instruction (PSI). The basic learning model at the heart of the method is this: "rewards following a particular behavior will increase the likelihood of that behavior occuring in similar conditions." (p. 131) The method is as follows: The instructor divides the course material into units and writes study questions for each unit. He directs the student's attention to significant elements in the materials. Finally several forms of test are devised for each unit. The student is permitted to proceed in the course on the basis of his/her mastery of the unit tests. The results of PSI in the Georgetown curriculum were highly satisfactory, even with employment of student proctors to grade unit tests and discuss answers with the students taking the unit tests. PSI students were evaluated against three lecture sections in the introductory sociology. The final examination results showed the PSI sections receiving the highest averages, although all four professors involved drew up the multiple-choice exam and even when freshmen scores were averaged separately.

Thus the author believes that the PSI method succeeds in the manifest function of teaching, i.e., in enabling students to learn a body of knowledge and to increase skills in thinking. However, she also speculates about a number of latent functions, e.g., impact on study habits and amount of student interaction.

Conklin, G.H. "Using the Computer in Introductory Sociology." Teaching Sociology 4,1 (October, 1976): 83-96.

"The 'Program for Introductory Sociology' (PROFIS), a teaching program designed for the beginning sociology student, is described. PROFIS has proven useful in introducing students with no previous experience with computers to the ways in which sociologists study the world about them." An appendix to the article reprints a large sample of the printout as seen by the student; interested teachers can write to the author for a copy of the PROFIS computer program.

Craighead, T. "Sociology: Columbia Style." Community College Social Science Q, VI, 2 (Winter, 1976): 43-46, 51.

A detailed description of Craighead's highly innovative introductory sociology course at Columbia College, Columbia, Missouri. The course has no lectures, makes use of behavioral objectives, peer-learning (and competitive intra- and intergroup pressures), small group meetings, training of student discussion leaders, and an attempt to get students into the research process. Craighead wrote special manuals for discussion leaders and all class participants. This article originally appeared in CCSSQ in the Fall, 1970 issue.

Dukes, Richard L.. "Teaching Introductory Sociology: The Modular Approach," Teaching Sociology 2, 2, (April, 1975): 165-176.

"This paper describes innovations in teaching introductory sociology. The course described in the paper is organized around a set of modules or packages for the topics of Introduction/Concepts, Socialization, Social Organization, Deviance, Stratification, Ethnic Groups, and Society/Social Movements. Each module contains lectures, readings, a simulation game, films, and a research exercise. Selected modules are described in detail, and problems with the innovative course are outlined."

Dunn, Thomas P. "Lecture Specialization and Mass Sections: An Approach to Teaching Introductory Sociology", Presented at the 46th Annual Meeting of the Southwestern Sociological Association in 1971.

This paper discusses a system for teaching introductory sociology at the college level. It features team teaching or lecture specialization, large lecture sections of approximately 180 students per section, taught by faculty and discussion groups led by graduate students. The paper discusses the advantages and disadvantages of the system.

Dunphy, Dexter C. "Planned Enviornments for Learning in the Social Sciences: Two Innovative Courses at Harvard", *American Sociologist* 2, 4, (November, 1967): 202-206.

Reports experimental design for introductory course and graduate course in organizational behavior. First course design involves using senior students in small groups of first year students, shortened course time. Both courses stress active student participation in examing dynamics of their discussion groups as well as formal course content.

Hendershot, Gerry E. and Kenneth W. Eckhardt. "New Approaches to the Teaching of Sociology: 'Doing Sociology' in an Introductory Course", *American Sociologist* 3, 1, (February, 1968): 34-37.

It is the "conviction and experience" of the authors that "introductory students can be involved in genuine sociological research with positive results". (p. 34) There is acknowledgment, however, that there must be recognition of the students' general lack of preparation and that there must be sound guidelines for the selection and development of the research project. Five guidelines are considered in this paper on the use of small-scale research projects in the introductory sociology course. There is a discussion of an introductory research project which the authors themselves developed and utilized in the class-room at the College of Wooster in 1966-67. The research was a variation of the "Twenty Questions" study by Taylor and Faust.

Jones, Robert Alun. "The Use of Literature in Teaching Introductory Sociology: A Case Study," *Teaching Sociology* 2, 2, (April, 1975): 177-196.

"With the support of the Undergraduate Instructional Awards Program of the University of Illinois, an attempt was made to teach introductory sociology using selections from fifteen novels and one play as supplementary reading material. The evaluation of this innovation conducted by the Office of Instructural Resources resulted in several conclusions: (1) students taught through these materials indicate that it is a good method; (2) students feel that such materials substantially improve their understanding of sociological concepts; (3) in the absence of a comparative study using control groups, it is difficult to assess whether students do learn more through this method, although some tentative suggestions concerning its unique value are made; and (4) serious obstacles exist to the successful utilization of these materials, related to both the instructor (s) and the materials themselves, and recommendations for overcoming these obstacles are proposed."

Kirschner, Betty Frankle, "Introducing Students to Women's Place in Society: Women in Introductory Texts," *American Journal of Sociology* 78, 4 (January, 1973): 1051-1054.

"An examination of a random selection of recent introductory sociology texts shows that we seldom expose introductory students to a systematic analysis of the role of women in this society."

Kurtz, Richard A. and John R. Maiolo. "Surgery for Sociology: The Need for Introductory Text Opening Chapterectomy," American Sociologist 3, 1 (February, 1968): 39-41.

The main thrust of this discussion is that the opening chapters of introductory textbooks ordinarily reveal excessive concern with the philosophical issues of science. To document this accusation, a comparison between the characteristic sociological introduction in 21 texts and the introductory discussions in 74 texts distributed among five disciplines is presented. The results "suggest that sociology stands out in its lengthy attempt to defend its place in the world of science." (p. 40)

Logan, C.H. "Do Sociologists Teach Students to Think more Critically?" Teaching Sociology 4, 1 (October, 1976): 29-48.

"The widespread claim that sociology teaches students how to think more critically and scientifically about social issues was tested against the performances of students at all levels, freshmen through graduate students, at a leading American department of sociology. The results of a test constructed for this purpose indicated that, in general, neither the inclination nor the ability to engage in this type of thinking increased with the amount of sociological training among these students. That it is possible, however, to teach students how to think more critically, logically, and scientifically, and to measure it with this test, was suggested by the superior performance of students known to have taken course work having that task as an explicit goal. This suggests that sociologists' claims to teach critical thinking about social issues may often be more a matter of lip service than a genuinely attempted objective."

Ludwig, M. "The PSI Social Science Program at Cuyahoga Community College." Community College Social Science Q V, 4 and VI, 1 (Summer-Fall, 1975): 25-26, 29.

Brief description of the components and development of an interdisciplinary introductory course with between 60 and 350 students per quarter in classes. Ludwig supports the personalized system of instruction "as a way of dealing with large classes in which students with diverse academic preparation, skills, and abilities are brought together."

Maesen, William A. "Teaching Introductory Sociology Within A Reformatory: Some Notes," Journal of Correctional Education 21, 4, (Fall, 1969): 10-13.

"This article reports on a course for credit within a state maximum-security reformatory. The teaching format and environment, and student reactions are described and recommendations are offered. Comparisons are drawn between reformatory and nonreformatory sections. Social conflict theory is encouraged as a pedagogical tool in the reformatory setting."

Marwell, Gerald "Introducing Introductory Sociology: The Social Awareness Test," American Sociologist 1, 5, (November, 1966): 253-254.

This discussion focuses on the problem of generating early student enthusiasm in the large, introductory sociology course. The paper reports the results of a technique which the author has employed in his class with a short, true-false exam, titled the Social Awareness Test. After the test is administered, the answers are reviewed and explained, and followed up with a short lecture on the nature of sociology. The author reports that "a small experiment" demonstrated "at least for those not initiated into the realities of sociology course it seems the Social Awareness Test may boost initial enthusiasm." (p. 254)

Marwell, Gerald, Weldon Johnson, and Mary A. Pate, "A Modular Approach To Teaching Introductory Courses," Presented at the 68th Annual Meeting of The American Sociological Association 1973.

The module system is explained. A course is divided into six independent modules each lasting 3.5 weeks. Three instructors are responsible for 2 of the modules. Grading in each module has been on a pass-fail basis, with a final (A-F) decided by the number of modules passed. Students like this system very much. A full description of the modular system given along with theoretical and practical considerations which lead to design and adoption. Some results of research done on the modular system are given.

Mirande, Alfred M. "Mental Rigidity and Performance in Sociology," Pacific Sociological Review 13, 1, (Winter, 1970): 62-66.

The author briefly considers the characteristics of introductory sociology which would lead one to expect an inverse relationship between authoritarianism and performance in introductory sociology. Chief among these characteristics are the requirement to change a mental set previously structured by social ideology and the tendency of the introductory cause to provide no closure. Mirande describes a study to test the notion of the inverse relationship between authoritarism and performance in sociology. Data on authoritarianism were collected through a questionnaire survey of 85 students in two sections of introductory sociology at a state university. The final grade in the course became the measure of performance. A measure of student ability was also introduced as a control variable and was represented by grade point average. The findings presented in the paper indicate that sociology performance is affected by both ability and authoritarianism: "The highest sociology performance is found among high ability students who are low on authoritarianism and the lowest performance is found among the low ability students who are high on authoritarism." (p. 64)

Moxley, Robert L. "Teaching Introductory Sociology: An Exploratory Experience Making Use of Senior Undergraduate Majors," Teaching Sociology 2, 1, (October, 1974): 15-26.

"This study involved the use of undergraduate lab-discussion leaders in an experimental instructional program. While the results indicate little or no increased learning over the control group, the experimental use of undergraduates yields high satisfaction among the students and acceptance of undergraduates in this role. Follow-up studies for the five semesters subsequent to the original trial indicate little experimental effect. At most, the results encourage the utilization and further careful study, of senior undergraduates as teaching assistants."

Muir, Donal E. "The Scientific Training of Introductory Sociology Students," American Sociologist 3, 1, (February, 1968): 21-25.

This writing covers research which sought to test the applicability of a dissonance model to the transmission of sociology as a science to introductory sociology students attending a university located in a region "where 'fundamentalist' belief systems flourist." The principal propositions were:

1. Those who are highly indoctrinated with fundamentalistic belief systems are more likely to show behavior consistent with dissonance when presented with sociology as a science.
2. The concept of sociology as a science does not appear to be effectively communicated to the introductory sociology student.
3. The effectiveness of communicating the concept of sociology as a science can be significantly increased, if consciously pursued.

In this research the experimental stimulus was a week of "outside reading" followed by a discussion period. The strategy was to confront the student with a course taught as a science by emphasizing its methodological foundations. However, such confrontations, the author proposes, tend to be side-stepped during the typical introductory course. It is assumed that a crucial factor is an instructor's own lack of commitment to a methodological definition of sociology.

Oksanen, Ernest H. and Byron G. Spencer "On the Determinants of Student Performance in Introductory Courses in the Social Sciences." The American Sociologist 10, 2 (May 1975): 103-109.

The authors find that several background factors (high school performance, verbal aptitude scores) available to a college in the admissions phase are significantly associated with performance on a senior matriculation exam for 4,098 students at McMaster University in 1968-1971. Multiple regression analysis was employed.

Pape, Max A. and D. Paul Miller "New Approaches to the Teaching of Sociology: Team Teaching and Small Group Dynamics, American Sociologist 2, 2 (May, 1967): 93-95.

This paper contains an assessment of a basic sociology course using a new team-learning approach. The outline of the features of the innovation emphasizes the "cell" format of the class structure. In the initial experiment during the short term of 1965-1966 school year, the "Principles of Sociology" class of 120 freshmen at Illinois Wesleyan University was broken into 11 cells of 10 or 11 students each, with an interacting assignment centering on the Negro Community. The cells met daily and were visited daily by the professors on the teaching team. A Senior Seminar Class of 11 students was merged into the team projects as cell monitors reporting on the dynamics of the small groups. The authors of the paper who were instructors in the initial experiment judge the effort as "extremely successful" and "exciting to the students and instructors alike." Admittedly, though, the program was "demanding" on the instructors.

Petras, John W. and James R. Hayes. "How Symbolic Interactionists Can Practice What They Preach: Introductory Sociology and Knowledge as Emergence," Teaching Sociology 1, 1, (October, 1973): 3-12.

The authors evaluate an application of interactionist principles as the basis for classroom experiences in an introductory sociology course offered during the spring semester of 1971 at Central Michigan University. Their intent was "to develop a logical knowledge as an emergent process." (p. 4) The use of a symbolic interactionist framework in classroom procedure is illustrated by exploring the ways in which the authors dealt with three problems that confront instructors of large introductory classes: 1) maximizing integration of the teaching assistant into the learningprocess; 2) maximizing the relationship among readings, discussion, and writing; and 3) minimizing the anxiety created by a concern over grades in a nonstructured course. Such indicators as student feedback, individual discussions and papers convinced the instructors that their class procedure was "of much more benefit to the introductory sociology student than the learning of 'recipes' from a sociological cookbook." (p. 10)

Rogers, Sharon J., William A. Sartariano and Evan D. Rogers. "Self-Scheduled Introductory Sociology: An Evaluation," Teaching Sociology 4,2 (January, 1977): 125-140.

"This paper compares student performance in self-scheduled instruction (SSI) and lecture-discussion sections of introductory sociology, all of which used the same textbook material. The effectof additional material on comprehension is also examined. SSI students receive higher mean course grades and demonstrate greater improvement when compared with lecture-discussion students. Students of lower ability are more likely to benefit from a SSI format. It is also suggested that a modified lecture-discussion approach might lead to results similar to SSI."

Rothman, Robert A. "Textbooks and the Certification of Knowledge," American Sociologist 6, 2 (May, 1971): 125-127.

This discussion is initiated with the observation that studies of introductory sociology textbooks have verified changes in content over time and shown discrepancies between content and concerns of the discipline at the publication time. The discussant offers a framework for analyzing both the change dynamics in textbook content and the relationship between textbook content and the broader body of knowledge in the discipline. The approach emphasizes 1) the process by which scientific knowledge grows and 2) the role of textbooks in transmitting this knowledge. There is an examination of social stratification materials in 48 introductory sociology texts in order to give depth to this perspective.

Smith, Don D. "Teaching Introductory Sociology by Film," Teaching Sociology 1, 1 (October, 1973): 48-61.

This article presents "the construction and the evaluation of a course in which introductory sociology is presented by film." (p. 48) The introductory course was selected for the project "because of its structural prominence in almost every undergraduate program." (p. 50) In the particular department for which the experimental course was designed, the assigned goals of the introductory class are: "(a) to introduce the discipline of sociology to both sociology and nonsociology majors, (b) to survey the discipline for them, and (c) to sensitize the students to the existence and importance of sociological factors in human behavior." (p. 50) The instructor involved in the course project reported here approached these tasks by employing a comparative social organisation stance, comparing the American social structure with that of the Soviet Union. The experimental course "presents the introductory course through films, with lectures used only to supplement the film presentations." (p. 51) Two assumptions underlie the course construction: 1) The student comes from "a highly sophisticated audio-visual generation." 2) The basic lessons of an introductory sociology course can be located in aspects of life all around us and in the analysis of life other than that deliberately intended to convey sociological knowledge. Course evaluation data have been obtained by "after-only" questionnaires (including achievement tests) administered to one class of 200 students taught by the film program and a comparable section of 200 students taught during the same semester by the same instructor with the traditional lecture method. On most dimensions, the group responses were similar. The main point is, however, that the film group did as well as a class taught in the traditional way, "even when that class was evaluating its conventional instruction very highly." (p. 56)

Sokol, Robert "Research Exercises for Introductory Sociology: The Data Card Technique," The American Sociologist 3, 1, (February, 1968): 26-31.

This paper describes a procedure designed to provide some research experience for students enrolled in introductory sociology courses for undergraduates and presents evaluational data for six trials of the procedure. For a more detailed abstract, see section in this bibliography on "Teaching Statistics, Methods and Applications of the Computer in Teaching."

Tobin, Betty J. "An Attempt at Relevance: News Item Analysis by Introductory Sociology Students." American Sociologist 6, 2, (May, 1971): 140-142.

(See innovative approaches.)

Van Pelt, W. Austin and Judith B. Chapman. "Student-Community Interaction in a Sociology Course," Improving College and University Teaching XVII, 2 (Spring, 1969): 115.

Working in a new junior college in an urban renewal area of Denver, the two authors decided to include in the introductory sociology courses materials emphasizing social awareness "rather than sociological disciplinary intricacies." For example, they utilized student interaction with community agencies. These contacts offered "a valuable resource for interpreting sociological theory in a frame of reference quite relevant to the student."

Van Valey, T.L. "Methods or Not: An Examination of Introductory Texts." Teaching Sociology 3, 1 (October, 1975): 21-32.

This article reports a content analysis of 113 introductory texts "in order to ascertain the degree to which sociological methods were incorporated. The primary findings were (1) that over half of all the books on the introductory market pay no more than lip-service to sociological methods, and (2) that publishing companies are differentially involved in the business with the top two firms producing almost 30% of the books on the market." Van Valey lists all 113 texts categorized into four levels of treatment of sociological methods.

Vaughn, Charlotte and Richard Peterson, "Introductory Sociology: A Behavioral Objectives Approach," Teaching Sociology 3, 1, (October, 1975): 6-20.

In planning for the introductory sociology course, the instructor should develop behavioral objectives, in which goals for the course are translated into expected student performances, and which aid the instructor to be more precise as to his goals, serves a guide in selecting materials and teaching methods, and gives direction in evaluating student performance and course effectiveness. A combination of McAshan's "goals" approach and Mager's "outcomes" approach overcomes many of the problems associated with behavioral objectives (rigidity, overemphasis on easily measurable aspects, underemphasis on less easily measurable aspects) while providing direction in curriculum planning and evaluation. A set of behavioral objectives for the introductory course is suggested, stressing the"sociological perspective," methodological understandings, the ability to deal critically with sociological materials, and selected content areas. These objectives call for student performances both at lower levels of cognitive complexity (knowledge, comprehension) and at higher levels (application, analysis, synthesis, and evaluation).

Wallace, Ruth A. "An Alternative to Assembly Line Education: Undergraduate Teaching Assistants." Teaching Sociology 2,1 (October, 1974): 3-14.

"This is a description of a teaching innovation in which undergraduates were recruited to be leaders of weekly discussion sections. Some reactions from students enrolled in the course and from undergraduate teaching assistants are presented. The selection process and the importance of the weekly seminar for teaching assistants are discussed, followed by possible solutions to potential problems."

Wallis, George W. "Improving the Teaching of Introductory Sociology by an Innovative Classroom Organization," Teaching Sociology 1, 1, (October, 1973): 25-37.

The author discusses a technique which he has developed for instructing large classes (fifty or more students) of introductory sociology. In this technique, sociological principles are offered by using a combination of lecture-discussion methods and a form of classroom organization based on behavioral concepts and a system of sub-groups. The aim of the teaching innovation is not just to transmit sociological knowledge but also to let students discover for themselves the nature of sociology and ways of studying social phenomena. The procedure described here has been used a number of times by the writer, who believes that the method, if properly used, can effect significant results in improving classroom learning.

2. TEACHING STATISTICS AND METHODOLOGY, AND THE USE OF COMPUTERS IN TEACHING

Anderson, Ronald E. "Bibliography on Social Science Computing." Computing Reviews (July, 1974): 247-261.

Includes 591 reviews covering the period 1960-1973; general topics covered include statistics, data analysis and management, simulation and modeling, content analysis, laboratory automation and general applications. The last-listed section includes 31 references specifically on instructional uses of computers.

Anderson, Ronald E. "Computer-based Undergraduate Curriculum Materials Exchange in the Social Sciences." Teaching Sociology 2,2 (April, 1975): 222-223.

Brief note on the existence of CONDUIT, an NSF-funded project which seeks to make available computer-based educational materials. CONDUIT is also soliciting materials (exercise sets, student manuals and computer programs).

Best, Joel, "The Introductory Sociology Survey." Teaching Sociology 4,3 (April, 1977): 271-276.

"The Introductory Sociology Survey is a teaching device designed to teach introductory students basic skills in developing causal arguments and in using a computerized statistical package to analyze survey research data. Students are given codebooks for survey data and asked to write a brief paper predicting the relationship between at least two variables. After the relevant tables are printed by the computer, a second paper interprets the results in light of the prediction. The assignments can be modified to fit the requirements of various courses."

Borgatta, Edgar F. "My Student, the Purist: A Lament." Sociological Quarterly 9,1 (Winter, 1968): 29-34.

The author, a "methodologist", attempts to answer a "watchful" student about what statistics should be used in research employing "soft" data. While the author acknowledges that readers may feel that "some of his points border on the trivial", he reminds them that the student to whom he is responding is a "purist".

Clifton, A.K. "Doin Soc: An Evaluation of Actively Involving Introductory Students in the Work of Sociology." Teaching Sociology 3,2 (January, 1976): 138-147.

"We suggest that the teaching of sociology ought to include more active participation by students in elementary research processes. Inclusion of research practice would provide students with more realistic knowledge of scientific sociology. We describe the use of a field manual which emphasizes sequentially developed and elementary research practices. Evaluative research, which compares students who complete the research practices with students who chose to take exams, indicates that the two groups differently describe the sociological perspective."

Cline, Hugh F. and Edmond D. Meyers, Jr. "Problem-Solving Computer Systems for Instruction in Sociology." American Sociologist 5,4 (November, 1970): 365-370.

"This paper suggests one major direction sociology might take in instructional computer utilization." It uses a hypothetical example to illustrate the type of time-sharing system appropriate for undergraduate instruction and its attempts to make us aware of the possibilities of more effective use of time-sharing systems.

Conklin, G. H. "Using the Computer in Introductory Sociology." Teaching Sociology 4,1 (October, 1976): 83-96.

"The 'Program for Introductory Sociology' (PROFIS), a teaching program designed for the beginning sociology student, is described. PROFIS has proven useful in introducing students with no previous experience with computers to the ways in which sociologists study the world about them." An appendix to the article reprints a large sample of the printout as seen by the student; interested teachers can write to the author for a copy of the PROFIS computer program.

Erikson, Maynard L. and R. Brooke Jacobsen, "On Computer Applications and Statistics in Sociology: Toward the Passing Away of an Antiquated Technology." Teaching Sociology 1,1, (October, 1973): 84-102.

This article proposes the following changes in the teaching of statistics in sociology courses. They include: 1) more time be spent in teaching of statistical theories and less time spent doing arithmetic operations; 2) computational formulas be excluded from the curriculum; 3) computer technology be made a more important part of graduate education in sociology and 4) the use of the computer be taught so as to expand the student's understanding of statistics and the theory behind their use.

Falk, R.Frank and Charles E. Cortese, "How to Start a Sociology Computer Laboratory in a Small College, Teaching Sociology 1,2 (April, 1974): 242-256.

Observing that "doing sociology" is an important effort on the part of many teachers, the authors attempt "to present three years of experience in developing a research laboratory which provides students with the opportunity to more closely approximate the work of a research sociologist." (p. 243) An explicit assumption is that there is accessibility to a central computer with time-sharing capabilities. The authors specify eight items which they believe are necessary for developing a research laboratory: 1) a faculty member to supervise the laboratory; 2) a remote teletype terminal; 3) a set of statistical programs and take care of the day-to-day usage; 5) a data bank; 6) a project for classwork; 7) assignments for class use; and 8) a plan for further elaborations on data analysis. The authors have found such a research component in the undergraduate program can be "both economical and effective".

Freedman, Ronald, "The Detroit Area Study: A Training and Research Laboratory in the Community." American Journal of Sociology 59 (July, 1953): 30-33.

"A training program research on important metro. institutions, this article deals mainly with a cross-section annual sample survey of the Detroit metro. population. Emphasis is on intensive studies of special groups. Purpose of program is primarily to train grad. students in systematic social research."

Friedland, William H. "Making Sociology Relevant: A Teaching-Research Program for Undergraduates." American Sociologist 4,2 (May, 1969): 104-110.

Describes an attempt to make learning about sociology and sociological research relevant to the real world around students; uses field research projects in which students participate.

Gremy, J.P. "The Use of Computer Simulation Techniques in Sociology." International Social Science Journal, 23 (January, 1971): 204-218.

This article discusses the value of simulation techniques and the different types of simulable models which are available in sociological literature. "It emphasizes the advantages of using the simulation procedures to aid in the construction of theories making it possible to test the value of models that were formerly not calculable."

Gullahorn, J.T. and J. E. Gullahorn, "Some Computer Applications in Social Sciences" American Sociological Review 30 (June, 1965): 353-365.

Halley, Fred S. "Programs for Use in Teaching Research Methods for Small Computers." Teaching Sociology 2,2 (April, 1975): 218-221.

Describes a 'package of computer programs designed for smaller computers for use in research methods courses and by students performing independent research."

Harper, Dean and Hanan C. Selvin, "Computer Simulation and the Teaching of Research Methods." The American Sociologist, 3,2 (May, 1973): 64-70.

This paper reports the experiences of the authors in the use of a computer simulation survey to train students in research methodology. The simulation was employed to teach students in three different college courses: a freshman seminar, an upper level course in research methodology, and an upper-level statistics course. Students reacted enthusiastically to the exercises. However, the authors judge that the simulation was most effective in teaching data analysis; success with research designing was also evident. The simulation was reportedly least effective in teaching questionnaire construction.

Knop, Edward, "Suggestions to Aid the Student in Systematic Interpretation and Analysis of Empirical Sociological Journal Presentations." American Sociologist 2,2 (May, 1967): 90-92.

"The intent of this article is to acquaint the student in interpreting research presentations in sociological journals and to assist him in understanding the content of whatever articles interest him." It suggest specific methods which may benefit the student in maintaining awareness of current activities in the field and also serves as a guide for self-improvement in deficient areas of knowledge.

Morrison, D.E. "Some Evidence for the influence of laboratory and field experiences on student attitudes toward research methods." Rural Sociology 34 (March, 1969): 67-74

Pratto, David J. & William E. Knox. "The Pedagogical Impact of Computer Simulation: A Small Group Example," Social Science Information/Information sur les Sciences Sociales 12 (1973): 159-172.

"Simulation in computer teaching is introduced in the classroom in order to test the objective impact of the technique. Computer use has been noted in 3 areas: (1) storage & retrieval of sociological data; (2) analysis of stored data; & (3) creation and collection of data. In terms of quiz scores, use of computer simulation worked equally as well as lecture material. However a combination of computer simulation & lecture material does increase test performance above what it would be after exposure to simulation or lectures alone. The simulation approach has the advantage of preserving uniformity of performance. It is admitted that this is just one research project on the utility of computers in teaching situations; before definite conclusions can emerge, a greater number of studies with a variety of student S's must be undertaken. Difficulties are noted in estimating the financial outlay involved in simulation vs alternatives such as lecturing. Simulation costs are minor compared to the expense of laboratory training, & simulations can be combined with more traditional lecture methods. 3 tables.

Proceedings of a Conference on Computers in the Undergraduate Curriculum. A series of annual conferences sponsored by the National Science Foundation;

The published proceedings for each conference contain about 500 pages of abstracts and information of which about 75-100 will be useful to sociologists. Conferences: First--University of Iowa, Iowa City, Iowa (1970); Second--Dartmouth College, Hanover, N.H. (1971); Third--Southern Regional Education Board, Atlanta, Georgia (1972); Fourth--Claremont College, Claremont, CA (1973); Fifth--Washington State University--Pullman, Washington (1974); Sixth--Texas Christian University, Fort Worth, Texas (1975).

Illustrative Articles of interest to sociologists:

Cutler, S.J. "Computer Applications in the Undergraduate Sociology Curriculum at Oberlin College," Proceedings of Second Annual Conference. . . Dartmouth, 1971: 371-378.

Cutler, S.J. and D.V. Blagg, "Current and Retrospective Student Evaluations of a Computer-Based Research Curriculum in an Introductory Sociology Course," Proceedings of Fourth Annual Conference . . . . Claremont, CA, 1973: 236-238.

Halley, F. S. "SOLIB: A Social Science Program Library for Small Computers," Proceedings of Fourth Conference . . . Claremont, CA, 1973: 232-235.

O'Kane, J.M. "The Application of Empirical and Computer Techniques to Undergraduate Sociology Research Courses," Proceedings of First Conference . . . Iowa City, Iowa, 1970: 8.40-8.43.

Ray, John. "Should Sociology Require Statistics." Pacific Sociological Review. 17,3 (July, 1974): 370-376.

Examining the anti-statistical themes and orientations in sociology, the author attempts to find a defensible role for the statistical sociologist and to legitimize the teaching of statistics. It is argued that data analysis is a creative enterprise in its own right and the data-less theorist is a solipsist.

Richardson, James T., Ronald S. Frankel, William L.Rankin, and Gregory R. Gaustad, "Computers in the Social and Behavioral Sciences." American Sociologist 6,2 (May, 1971): 143-151.

One major focus is on training of undergraduate and graduate sociology students in computer use.

Sharp, Harry, "Graduate Training Through the Detroit Area." American Sociological Review 26 (February, 1961): 110-114.

Students learn about research through participation in an on-going, major survey-based research project.

Shin, Eui Hang "Statistics Requirements for Undergraduate Sociology Majors in Colleges and Universities in the United States." The American Sociologist 10,2 (May 1975); 92-102.

Shin performs detailed analysis of data on statistics courses and requirements in 80% of the 831 accredited institutions offering a major in 1971, as well as reviewing prior studies dating back to 1902. 48% of departments required statistics in 1971; Shin explores variations by characteristic of the department and performs a path analysis. He notes that "variations in resource availability" are quite influential in predicting statistics requirements.

Sim, Francis M., Gordon F. De Jong, Glen Kreider, and David E. Kauffman. "Data Analysis for Sociology Undergraduates: Innovations of Instant Computation." American Sociologist 6,2 (May, 1971): 153-157.

Asserting that the main body of professional opinion favors earlier and more intensive exposure of sociology students to "methods," the authors report their experience in teaching a "methods course" at Pennsylvania State University. They describe both the transformation of the sophomore-level course over several years, and the computation facility. The course emphasis on research data analysis is supported by the observation that the student, like the professional, gets excited by results. Within the data-analysis format, the course includes lectures, discussions, laboratory assignments, and individual consultations. "Instant turnaround batch" computation is presented as an effective aid in the course, making it possible to provide sophisticated analytic exercises for many students at reasonable costs.

Sokol, Robert. "Research Exercises for Introductory Sociology: The Data Card Technique." American Sociologist 3,1 (February, 1968): 26-31.

The author of this paper initiates his discussion with a review of several techniques which have been used to provide research experiences for introductory sociology students. He also identifies some problems associated with research experience at this course level. The data card technique is proposed in order to solve these problems. Sokol presents evaluational data for six trials of the procedure as it was employed in an experimental design including introductory sociology courses at Dartmouth College, Franklin and Marshall College, and Colby Junior College. The stated findings indicate that a noticeable difference occurred between the experimental and control groups when the two groups evaluated their section meeting; the students in sections using the data cards did not feel that their lab assignments were a waste of time, while those in the conventional discussion sessions did. Sokol's procedures rest on manual manipulation of data-cards similar to those used in the McBee Keysort system. Hence the method is well suited for departments without inexpensive and easy access to a computer. Students have the opportunity to analyze real data. The approach described here is embodied in Sokol's Laboratory Manual for Introductory Sociology: A Data Card Approach (New York; Harper and Row, Publishers, 1970).

Toby, Jackson. "Educational possibilities of consensual research." *American Sociologist* 7 (February, 1972): 11-13.

Consensual research is advocated both for research projects and for teaching; Toby describes how he tries to develop and research problems consensually with students.

Van Valey, Thomas L. "The Computer and Doing Sociology: Tools for the Undergraduate Curriculum," *Teaching Sociology* 4,3 (April, 1977): 277-292.

"It has been suggested by many that an active analytic component be introduced into the Sociology curriculum. One approach is to have the students analyze a previously collected data set with the computer. This paper provides a detailed dexcription of such an approach, including specific suggestions to the teacher on such topics as selecting and preparing the data set, minimizing errors, and debugging."

Van Valey, Thomas L. "Methods or not: an examination of introductory texts." *Teaching Sociology* 3, 1 (October, 1975): 21-32.

"This article reports a content analysis of 113 introductory texts "in order to ascertain the degree to which sociological methods were incorporated. The primary findings were (1) that over half of all the books on the introductory market pay no more than lip-service to sociological methods, and (2) that publishing companies are differentially involved in the business with the top two firms producing almost 30% of the books on the market." Van Valey lists all 113 texts categorized into four levels of treatment of sociological methods."

Wieting, S.G. "Simulated research experiences for use in teaching research methods." *Teaching Sociology* 3, 1 (October, 1975): 33-59

"This report concerns the development and implementation of simulated research experiences for use in teaching research methods to undergraduates. The experiences are intended to complement traditional instructional strategies which use lecture and discussion formats and reading materials. The fit of the simulations with a suggestive theory of education is described. Results from an evaluation of one implementation of the simulations suggest that they provide: (a) increments in research reasoning and problem solving skill; (b) some enhancement of positive attitudes toward the subject matter; and (c) no significant increment in learning of traditional subject matter of research methods."

Williams, Richard H. "A New Method for Teaching Multiple Regression to Behavioral Science Students." *Teaching of Psychology* 2,2 (April, 1975): 76-77.

Zeller, Richard A. "On Teaching Correlation and Regression." Teaching Sociology 1,2 (April, 1974): 224-241.

The purpose of this paper is to present a laboratory exercise in correlation and regression statistics which includes numbers sufficiently small that the mathematics can be handled by the students and which demonstrates, at the same time, a large number of significant concepts in correlation and regression analysis.

O'Kane, James M. "Applying Empirical and Computer Technique in Teaching Undergraduate Sociology." Improving College and University Teaching 24,1 (Winter, 1976): 56-58.

Noting undergraduate resistance to and the difficulty of teaching research methodology, statistics and computer application, O'Kane designed a two-semester course based on the assumptions that "the exposure becomes a positive experience when the student researches a problem of his own choice" and that "the exposure to statistical and computer analysis is best accomplished by having the student first involve himself in the work by 'getting his feet wet' and only later learning the theory, rationale and formulae involved." The article describes the course.

3. ON THE TEACHING OF SPECIFIC SOCIOLOGY COURSES

(Other Than Introductory, Methods, Statistics, Computer)

Entries in this section are listed in alphabetical order (last name of author); following is an index, for this section only, by course area. Each name represents a single article (only the first-listed author of each article appears in the index). Users of this section are reminded that this bibliography has separate sections on "Introductory Sociology Courses" (Section #1) and "Teaching Statistics, Research Methods and Applications of the Computer in Teaching" (Section #2). Entries in those sections are not cross-listed here.

CRIMINOLOGY, DEVIANCE	Hoffman, Klemke, Reichel, Szalo
DEMOGRAPHY, POPULATION	Flynn, Newman, Van de Walle
DEVELOPMENT	Barnett
FUTURE, UTOPIA	Gobetz, Winthrop
MARRIAGE & FAMILY	Gunter, Jacobs, Lehtinen, Wade
MARXISM	Ollman
MONORITY-ETHNIC RELATIONS	King, Kolack, McDowell, Strawbridge
ORGANIZATIONS, BUREAUCRACY	Miller
POLITICAL	Washburne
RELIGION	Means
RURAL	Taves
SOCIAL PROBLEMS	Clear, Fuller, Manis, McVeight, Reichel, Rigertink, Spector, Wade.
SOCIAL PSYCHOLOGY, SMALL GROUPS	Levinson, Petras, Samuels, Wilson
THEORY	Bluth
URBAN	Boocock
WORLD CIVILIZATIONS	Curry
WORLD CONFLICT	Boulding

Barnett, A.S. "Trends in Teaching the Sociology of Development in the United Kingdom." Teaching Sociology 2,1 (October, 1974): 71-90.

> "This article presents the results of a postal survey of courses in the sociology of development taught in United Kingdom institutions of higher education in 1972. Three broad categories of course were identified. . .'Marxist-Global,' 'mainstream sociological,' and 'anthropological.' Examples of each of these types are presented and discussed. Some concluding remarks are made concerning: (1) the need for greater integration of the sociology of development with other areas of sociology, (2) the need for greater integration between the sociology of development and development economics."

Bluth, B.J. "Teaching Theory as a Tool of Analysis." *Teaching Sociology* 2, 2 (April, 1975): 147-164.

"To enable students to learn sociological theory in a classroom setting, by means of experience, the following three techniques can be used: treatment of theory as an analytic tool or device, translation of the structure of a theory into schematics or nonverbal media, and utilization of Projects for the application of a theory to real or imagined situations to elicit consequences for evaluation."

Boocock, Sarane Spence. "An Innovative Course in Urban Sociology," *American Sociologist* 5, 1, (February, 1970): 38-42.

The basic premise of this paper is that sociologists are the best qualified in the academic community to deal with student complaints about irrelevance of course work and lack of teaching skill. This paper describes the development of an urban sociology course designed to 1) communicate some feeling for the operation of the city as a large social system, 2) test simulation gaming as both research and teaching techniques, and 3) provide an effective learning situation. The following are the major class activities: 1) simulation exercises, 2) required reading assignments, 3) lectures, and 4) development of new simulations. The latter is a team project. The most exciting classes have thus far been the stimulation exercises, as judged by both students and instructor. In this article the author discusses some of the dilemmas encountered in organizing the course activities. The following general observations constitute the final discussion: 1) Students as a whole are not skillful in identifying important questions in urban sociology and at developing research strategies to answer them. 2) Students are not effective in organizing themselves in work groups. 3) Students present various learning styles, and thus attempts to upgrade college teaching should recognize this heterogeneity.

Boulding, E. M., J.W. Elder, T. Goertzel, R. H. Jacobs, and L. Kriesberg. "Teaching the Sociology of World Conflicts: A Review of the State of the Field." *American Sociologist* 9 (November, 1974): 187-193.

This article was prepared by the ASA Committee on the Sociology of World Conflicts and is intended to contribute to a dialogue as to "how research and teaching should develop in relation to the issues of conflict and peace." After reviewing the development of organized interest in this field, the authors treat the following topics: "Rationale for the Sociology of World Conflicts as an Area of Study, Current Teaching Programs in War, Peace and Conflicts, Treatment of World Conflicts in Basic Sociology Courses, and Reflections on Possible New Courses." Article cites 79 articles and books in the field.

Clear, Val "A New Approach to Social Problems," *Improving College and University Teaching* XIV, 2 (Spring, 1966): 93-94.

This sociology professor describes an experimental, social problems course built around significant fiction and biography. Teaching for attitudes, the author structured the course in such a manner "that the student is faced with reading experiences calculated to force him to react emotionally." (p. 93) The author declares that "nothing in my professional career has been so fully gratifying." (p. 93)

Curry, Steve "Sociological Models and the Teaching of World Civilization." Community College Social Science Quarterly VI, 2 (Summer, 1976): 31-33.

Curry proposes the use of Weberian ideal-type models of society (e.g., traditional, modernizing) in teaching world civilization. He proposes this because it "is at once global inits scope and yet offers the student significant knowledge of the historical experience" and avoids pitfalls of chronological, epochal (Renaissance, enlightenment, etc.) and solely "western development" approaches. Explores some limits of his approach.

Flynn, Cynthia B. "An Example of Demographic Snooping," Teaching Sociology 4, 2 (January, 1977): 185-192.

"This article describes an exercise designed to teach undergraduate students in courses on population problems several techniques of induction and deduction used by demographers. Students are given a graph showing that the rate of natural increase for Japan dropped dramatically for the single year 1966. Several possible causes for the drop are suggested, and the students eventually eliminate all but a cultural factor as being the major cause. The exercise clearly demonstrates the important interrelationships between demographic, social organization, and cultural variables, even in a country like Japan, which is in many respects one of the most developed in the world. Evaluation of the utility of the exercise over several administrations is also included."

Fuller, Richard C. "The Problem of Teaching Social Problems." American Journal of Sociology 44 (1939): 415-435. Followed by comments by C.A. Ellwood, J.L. Gillen, L.K. Frank, S.A. Queen and M.A. Elliot.

Fuller argues that clashes of social values are at the root of social problems and explores several ways in which the teacher of social problems must confront the issue.

Gobetz, Giles Edward and Robert M. Frumkin. "Teaching About Utopian Ideas and Practices," Improving College and University Teaching XIX, 1 (Winter, 1971): 26-32.

This article presents the ideas of two Kent State University professors, one of whom is a sociologist, regarding the meaning of utopian ideas in the teaching of history. The writers suggest that "the teaching about utopian ideas and practices is controversial and, at times, problematic and difficult. But the teacher has his compensations. One of these is his hope that. . .'We travel through utopia only in order to get beyond utopia.'" The authors indicate that while systematizations and summary outlines of writings of utopists are useful, readings of original sources, which are usually relatively short, "can fruitfully supplement the necessarily limited classroom coverage." (p. 31)

Gunter, B. G. "Using Volunteer Families in Teaching Family Sociology," The Family Coordinator 23,3 (July, 1974): 261-267.

"While actual demonstration of 'family life' in the classroom is a virtual impossibility, a technique for teaching family sociology is presented as a quasi-empirical substitute for empirical demonstration of family phenomena. In addition to the standard requirements of reading & testing, students were required to make contact & visit weekly with an on-going family in the community. Each week they were given a list of questions to be answered through observation of their family; examples of these questions are given. The guided observations made formed the basis for group discussions as to the internal dynamics of the family as well as written response. Though there are limitations to this approach, the technique met with enthusiastic response. Suggestions for facilitating discussion among student groups are given."

Hoffman, Dennis E., Vincent J. Webb and Joel C. Snell. "Freedom and Order in the Administration of Justice: A Simulation Game," Teaching Sociology 4,2 (January, 1977): 177-184.

"The importance of different theoretical perspectives for examining the crime problem is explored through a simulation game. The context of the simulation is an urban community where the crime rate and the public concern about crime have risen sharply. To deal with this "crime wave," the city council and four community groups meet to formulate a policy. The simulation model specifies reading materials, a sequence of ativities, and other requisites for operationalizing the game. Comments on previous applications are also included so that future users may gain an idea of what to expect from the game."

Jacobs, Ruth. "Field Work in an Introductory Family Course," Improving College and University Teaching XXIII, 1 (Winter, 1975): 36-38, 40.

Assuming that "the sociologist's challenge is to offer a course with a solid sociological approach but within the interests and abilities of the students" (p. 36), the author reports on an instructional strategy in family sociology to move students from personal concerns and ethnocentrism to broader understandings about families. The instructional operation took place in a course at Northeastern University, and only a third of the students were social science majors. Students were involved in research in an enthusiastic way, and research interests focused on such varied topics as family rituals, ethnic patterns, troubled families, and social class dynamics in childrearing. Although there was a tendency to research exotic or pathological families, the field materials were balanced by presenting modal patterns from the literature.

King, M.B., Jr. "The Minority Course." American Sociological Review 21 (1956): 80-83.

Klemke, Lloyd W. "Innovations in Teaching Courses in Deviant Behavior," Teaching Sociology 1, 2 (April, 1974): 181-196.

Observing that students seem to be, in the main, developing skills in passing examinations the author made an effort to establish new classroom norms which facilitated and encouraged an active, inquiring, critical student role in contrast to the traditional passive compliant student role. "The students were not only expected to 'learn about sociology' but also were invited to 'act like sociologists.'" (p. 183) The paper describes the rationale and mechanics of some of the teaching innovations employed in an experimental course in juvenile delinquency. A basic assumption is that the ideas are directly translatable to other sociology courses. The direction of change was toward a variety of teaching approaches and away from a monistic teaching style. The author's major objective in the report is "to encourage others to experiment with many different techniques to find the best blend of approaches with which one can feel comfortable and which maximizes one's teaching effectiveness". (p. 184)

Kolack, Shirley "A Course in Ethnic Studies," Teaching Sociology 3, 1 (October, 1975): 60-73.

Students in a course in minorities combined theoretical material with a canvassing of ethnic communities in the area where the college is located. Students saw first-hand evidence of groups at different stages of development and assimilation. The meaning of ethnicity came alive. At every turn the homogenized WASP model of who is an American challenged. Students discovered for themselves the complex bonds still maintained to ethnic and religious foundations.

Lehtinen, Marlene W. "Sociological Family Analysis," Teaching Sociology 4,3 (April, 1977): 307-314.

"This project involves students in marriage and family courses analyzing their families sociologically. Using a list of areas to be considered, students conduct an analysis aimed at teaching them sociological terminology and theory in an enjoyable manner."

Levinson, R.M. "Teaching Labeling Theory: Four Experiences in Illness Attribution." Teaching Sociology 2,2 (April, 1975): 207-211.

"Four teaching devices designed to demonstrate the social process of labeling mental illness were used in different teaching settings and are discussed. Techniques involved presenting poetry said to be composed by a 'schizophrenic;' using bogus case studies in which the subject was or was not said to have been a psychiatric patient; having students 'confess' to a history of mental illness; and using videotaped interviews with normal individuals said to be psychiatric patients."

McDowell, Sophia F. "Teaching Note on the Useof the Myrdal Concept of 'An American Dilemma' With Regard to the Racial Problem in the U.S." Social Forces 30 (1952): 87-91.

Manis, Jerome G., M. O. Wagenfield and R. G. Emerson. "A Graduate Seminar on Social Problems: Community Professionals and Urban Community as a Laboratory." Teaching Sociology 1,2 (April, 1974): 167-180.

Discusses a graduate seminar employing the techniques referred to in the title. Authors describe a "manual for seminar participants" designed to help provide "participants with a common preliminary frame of reference." The manual outlined course objectives, expected contributions by students, staff and community professionals; topical foci of the course and ethical issues. Also discussed are: the seminar format, forms of particpation by graduate students, bridging the gap between academics and community professionals, and recommendations for those considering such courses as is here described.

McVeigh, Frank J. "An Experimental Class in 'Social Problems and Social Welfare'", Teaching Sociology 1, 1 (October, 1973): 13-24.

This article is concerned with an experimental sociology class conducted at a small liberal arts college during the spring 1970 semester. The experiment was constructed around several teaching-learning theories and working principles, as suggested by M.L. Somers in social work education. The experiment employed various "natural" kinds of role-play and direct involvement of students themselves in the class situation. A second class was used as a control group. The content of the course for the two classes was the same. The principal teaching innovation in the experiment was a congressional hearing in the place of the traditional lecture method. The article consists of a description of: 1) the social setting and procedures employed and the roles played by class members of the congressional committee; 2) the research protocol for the students, and other roles in the experiment; 3) an evaluation; 4) conclusions and limitations about the experiment. The author "cautiously" concludes that the experimental course wasa relative success.

Means, Richard L. "Textbooks in the Sociology of Religion: A Review Article," Sociological Analysis 27,2 (Summer, 1966): 101-105.

The author attempts to assess two texts available for course work in the sociology of religion. He applies four criteria: (a) use of book to teach undergraduates; (b) relative value of the book in comparison to other available resources; (c) author's concern with the problem of values and scientific method in relation to the sociological study of religion; and (d) degree of sensitivity to historical dimensions and problems of social and cultural change. With respect to the first criterion, the author warns that "as the teacher of sociology the obligation to review a textbook can not be taken lightly since textbooks represent to the future generation the best and the worst of our profession ." (p. 101)

Miller, Michael J. and Charles W. Thomas. "The Bureaucratization Process and Its Effects: A Simulation," Teaching Sociology, 2,1 (October, 1974): 43-56.

"This paper describes a relatively simple technique by means of which many of the propositions of contemporary organizational theory may be examined within the context of a classroom and without the need for any sophisticated equipment whatsoever. More specifically, ORG-SIM focuses on the consequences of organizational growth and structure on the level of alienation from work and expressive relationships that is experienced by workers. Among the several advantages of ORG-SIM we would certainly include its capability to adequately illustrate the types of sturctural principles that provide a counter to the typically reductionistic orientation of many beginning sociologists"."

Newman, Samuel C. "The Teachingof Population by Sociologists," Sociological Focus 4,1 (Autumn, 1970): 7-19.

Modification of an abstract in the Sociological Abstracts, Vol. 19, No. 6 (October, 1971), p. 1234: Suggestions are presented to help sociologists teach population to undergraduates. An explicit assumption is that mostof these teachers are specialists in other sociological fields.

Ollman, Bertell "On Teaching Marxism." The Insurgent Sociologist VI, IV (Summer, 1976): 37-50.

Session by session (12) presentation of how Ollman teaches Marxism. The author addresses "three main problems facing any university teacher of Marxism," and discusses his pedagogy carefully and in depth.

Petras, John W. and James R. Hayes. "How Symbolic Interactionists Can Practice What They Preach: Introductory Sociology and Knowledge as Emergence," Teaching Sociology 1,1 (October, 1973): 3-12.

The authors evaluate an application of interactionist principles as the basis for classroom experiences in an introductory sociology course offered during the spring semester of 1971 at Central Michigan University. Their intent was "to develop a sociological imagination among our students by treating sociological knowledge as an emergent process". (p. 4) The use of a symbolic interactionist framework in classroom procedure is illustrated by exploring the waysin which the authors dealt with three problems that confront instructors of large introductory classes: 1) maximizing integration of the teaching assistant into the learning process; 2) maximizing the relationship among readings, discussion, and writing; and 3) minimizing the anxiety created by a concern over grades in a nonstructured course. The interactionist principles for involving a large number of students in the learning process were borrowed from Herbert Blumer: 1) "Human beings act toward things on the basis of the meanings that the things have for them." (p. 8) 2) "The meaning of such things is derived from, or arises out of, interactions, that one has with one's fellows." (p. 9) 3) "These meanings are handled in, and modified through, an interpretive process used by the person in dealing with the things he encounters." (p. 10) Such indicators as student feedback, individual discussions and papers convinced the instructors that their class procedure was "of much more benefit to the introductory sociology student than the learning of 'recipes' from a sociological cookbook." (p. 10)

Reichel, Philip L. "Dossier Building as a Social Problem Topic." Teaching Sociology 4,3 (April, 1977): 293-306.

"This paper has as its primary concern an interest in developing dossier building as a topic for a course in Social Problems. To achieve this, definitions of social problems are reviewed in order to justify the inclusion of the topic; suggestions are made for material relevent to lectures; and finally a class project is offered to exemplify potential abuses of dossier building."

Reichel, P.L. "Classroom Use of a Criminal Activities Checklist." Teaching Sociology 3,1 (October, 1975): 81-86.

"Although self-report questionnaires have traditionally been used only as a methodological tool for studying delinquency, they would appear to have some validity as a teaching aid as well. With the basic structure of a questionnaire developed for methodological use, a checklist is presented for the classroom which can aid in discussing criminar statistics, definitions of crime, and other aspects of criminology." Article includes reproduction of the 3-item checklist.

Rigertink, James M. "Social Problems: Values in Conflict." Community College Social Science Quarterly VI,2 (Winter, 1976): 82-84+90.

Brief description of a value conflict approach in the study of social problems.

Samuels, Frederick. "Actors, Skits and Concepts: An Experiment in College Teaching," Teaching Sociology 4,2 (January, 1977): 155-166.

"An experiment was conducted involving the use of skits and actors to demonstrate certain concepts to a social psychology class. The experimental group and control group were compared on grades, attendance, participation, and attitudes toward the course. There was a significant difference between the groups with respect to perceived value of the course."

Spector, M. "The Social Construction of Social Problems: Six Class Assignments." Teaching Sociology 3,2 (January, 1976): 167-184.

"Six student projects are described that derive from a labeling or social-construction-of-reality approach to the study of social problems. They are designed to confront the student with the 'raw materials' of social problems, to introduce important tools of scholarship and research, and to demonstrate the relevance of the students' own values and life experiences to a theoretical understanding of social problems." The six projects require easily available resources or social settings.

Strawbridge, William "Teaching an Open Class in Race Relations," Teaching Sociology 1,2, (April, 1974): 197-209.

Reports experimental use in a large class of "open class" approach--more active participation by students in learning process, more options and flexibility built into course content and student evaluation.

Szalo, Denis, "Recent Trends in the Teaching of Criminology," Social Sciences Information 5,1 (March, 1966): 50-65.

Taves, Marvin J. and Lowry Nelson. "An Appraisal by Students of Rural Sociology Teaching," Rural Sociology 24,3 (September, 1959): 265-267.

This presentation focuses on students' evaluation of instruction in rural sociology. The discussion is based on questionnaire data obtained from a sample of 200 undergraduates enrolled in rural sociology classes in public and private colleges and universities across the nation. Questionnaire items related to reasons for taking rural sociology, how the course was conducted, suggestions for making the course more interesting and meaningful, and course ratings. Most of the student respondents rated texts and instructors as average or better. Evaluation of course material was not as favorable. Students suggested: 1) less time for lecture and more for discussion; 2) more time for field trips, visual aides, and panel discussion; 3) more weight in grading to participation in class discussion, attitude, progress in course, and laboratory-type exercises; 4) more of the objective type exams and 5) less emphasis on "figures" and "mere facts."

Van de Walle, E. and J. Knodel. "Populations Dynamics: Teaching Population Dynamics with a Simulation Exercise." Demography 7 (1970): 433-448.

Wade, M.B. "The Special Problems of Teaching Marriage and the Family on the College-University Level." Sociological Abstracts (April, 1975): 92.

"Due to selectivity and sensitivity ofthe material investigated in the College or University classroom, courses dealing with the general subject of marriage and the family are fraught with certain special problems not usually associated with the more traditional subjects. . .Objectivity, often the desired goal by the most conscientious instructor, may be attained with utmost difficulty. An initial investigation involving the responses of those very close to the field. . . indicates that the following are sometimes perplexing problems: time for counseling students with personal problems, an evaluation of the course, overcoming 'misinformation,' tailoring the course to meet a diversity of student needs, securing specialists and resource personnel with adequate qualifications (both personal and professional), teaching 'intangibles,' maintaining a tactful approach to certain sensitive areas, securing and maintaining professional support from administrative personnel, and fellow teachers, securing a textbook which meets the approval of the students and all teaching personnel."

Washburn, Philo C. "On Teaching Political Sociology" Journal of Political and Military Sociology 2,1 (1974): 21-32.

"Requests are often madeof political sociologists to make their courses 'more relevant' to their students' interests. A number of related questions raised by the desire for greater relevance are dealt with. What are some of the explicit expectations involved? Are all or any of these legitimate? How well can instructors hope to do in attempting to meet the legitimate requests? 3 categories of relevance (analytic, practical, & moral) are distinguished & the legitimacy of the expectations in each category is assessed in terms of whether or not efforts to meet them would be compatible with the conception of political sociology as being empirical, theoretical, cumulative, & value explicit. The ability to meet each of the apparently legitimate requests for greater course relevance is discussed in terms of an assessment of the present state of knowledge in political sociology. It is held that political sociologists 'should encourage the development of political orientations consistent with the reduction of human suffering.' At the same time, however, those who teach political sociology are not encouraged to act as 'agents of moral indoctrination.'"

Watcke, Ronald R. "Social Problems and Organizational Response: A Field Work Project Assignment." Community College Social Science Quarterly V,4 and VI,1 (Summer-Fall, 1975): 35-38.

Describes field work assignment and its integration with library research and a term paper. The overall approach is used to help students get partial answers to such questions as why social problems persist, even though there are agencies designed to eliminate them. That agency response often creates new problems is an answer students sometimes learn. Watcke reprints a listing of 22 social problems and examples of agencies concerned with them.

Wilson, Stephen R. "A Course in Small Group Sociology," American Sociologist 8,2 (May, 1973): 71-76.

This paper sets forth the author's experiences in "searching for a way to design a 'relevant' course in sociology of small groups." (p. 71) Student definitions indicated that "relevant" meant "(1) participating in ongoing groups and (2) observing and gathering data on small groups." (p. 71) While attracted to the "learn-by-doing" element and the research approach, the author also perceived difficulties, the most important of which was the lack of time to cover general substantive material. It was not until he had read Bales' Personality and Interpersonal Behavior that there was a conception of a way to present the "best-of-all possible" courses in small groups. The book "necessitated the participation of students in self--analytic groups and it provided a series of objective research techniques the students could use to augment and aid their self-analyses." (p. 72) The author describes in detail the eight courses which he has taught by using the Bales' book but also by exposing students to various theoretical approaches. Moreover, he indicates the implications of student evaluations of the course. In general, the author believes that the course goals were achieved without encountering the disadvantages associated with concentrating upon one teaching goal to the exclusion of others.

Winthrop, Henry. "The Sociologist and the Study of the Future." American Sociologist 3 (May, 1968): 136-143.

While oriented toward research on the future, this article raises issues of concern to teachers interested in this area; the text and the 80-item bibliography are fine resources. Major divisions of the paper are: (1) Recent sociological emphasis on studies of the future, and (3) Utopian Thinking and Future Forcasting.

4. INNOVATIVE APPROACHES TO SOCIOLOGY COURSE FORMATS

Bahr, Howard M. and Bruce A. Chadwick, "Some Comments by Fellow Travelers: One View of CLASP from the Professional Peer Group." Teaching Sociology 3, 2 (January, 1976): 131-137

This article is an evaluation of the CLASP program described by Wesley W. Craig and others in the same issue of Teaching Sociology (see citation and abstract under Craig in this section). "The major goals of the CLASP program do not differ substantially from those of many teachers who use more traditional classroom methods, but its methods are different. They include a wilderness camping experience, design and activation of a "learning contract," a field experience, report to the CLASP community, and self-evaluation. The authors are impressed by the degree of commitment and enthusiasm apparent in most CLASP faculty members and students. However, as presently structured the program seems to incorporate some unnecessary weaknesses, including (1) a fairly explicit and general condemnation of the inefficiency and irrelevancy of "traditional" university education, (2) an ideology somewhat divisive to departmental unity, spawned by the "true believer" tendencies which accompany intense commitment to a "superior program," (3) an implicity negative view of cities as contrasted with the romantic "purity" of the wilderness which facilitates introspection and self-knowledge, (4) an overconfidence in nondirective education which "simply lets the rest emerge" and places too much faith in the efficacy of good intentions, (5) very high cost per student hour, and (6) an overriding concern with the unfolding of the self to the detriment of communicating competencies in well-defined sociological skills."

Baker, Paul J. "Mass Instruction in Sociology: On the Domestication of a Pedagogical Monster." Teaching Sociology 4,1 (October 1976) 5-28.

"While mass instruction is often disliked by instructors and chairpersons, many departments enjoy economic benefits from offering large classes. A national survey of 163 universities indicates that 97 departments (60%) teach some of their courses in large sections. Comparatively little innovative work is being done to improve mass instruction, but a few innovative instructors are exploring several options to the conventional teaching/learning format of lectures, films, teaching assistants, and objective exams. Five experimental efforts are reviewed: lecture-tutorial system, modular teaching approach, self-paced instructional program, diversified learning approach, and teaching information processing system (TIPS)."

Baker, Paul J., "Social Awareness Project." Teaching Sociology 3,1 (October , 1975): 74-80.

"This paper describes a teaching-learning strategy in which social problems are examined comparatively from three distinct perspectives --common sense, journalism, and sociology. Students explore these perspectives outside the classroom through various activities which include taking a diagnostic questionnaire of their own common sense thoughts, interviewing other persons, reading materials from journalism and sociology, and writing a final report." Sample diagnostic questionnaire included.

Baker, Paul J. and Patricia J. Behrens. "Alternatives to Mass Instruction in Sociology", American Sociologist 6, 4 (November 1971): 311-317.

Noting that the pressures of assembly-line education are increasing and foreseeing no shift from the large lecture hall back to the small seminar room, the authors give attention to a crucial assumption underlying the present structure of large--class teaching: "The present structure . . . presumes a homogeneous student population ." (p. 312) There is consideration of some experimental work with a multidemensional model of the teaching--learning process. The experiments were conducted with large classes at Illinois State University and began in 1965. There was experimentation with teaching techniques as well as with methods of evaluating the students; however, the discussion--centered approach was prominent. Student evaluations of the teaching efforts were tapped through the questionnaire method. The authors view that the "evidence" presented in the paper leaves little doubt about the favorable reaction of students to the innovative teaching efforts.

Bassis, Michael S. and Joyce P. Allen. "Teaching Introductory Sociology with TIPS: An Evaluation," Teaching Sociology 4,2 (January, 1977): 141-154

"TIPS is a recently developed teaching tool designed to individualize instruction in large classes with great efficiency. This paper describes how we implemented TIPS in an introductory sociology course at the University of Rhode Island and presents an evaluation of its effectiveness. Not only did students perceive TIPS to be a valuable learning aid but they scored considerably higher on the course exams than did a comparable control group."

Bassis, M.S. and Joyce P. Allen, "TIPS: Individualization and Economy for Mass Instruction." Teaching Sociology 3,2 (January, 1976): 185-190.

"TIPS is a recently developed teaching tool designed to individualize instruction in large classes with great efficiency. This paper describes the capacities of TIPS and, presents a summary of research findings which attest to its success in introductory economics classes. TIPS will be initially employed and evaluated in sociology in fall 1975."

Bates, Alan P. "Undergraduate Sociology: A Problem for the Profession," Sociological Quarterly 6, 1 (Winter, 1965): 21-36.

This article presents an analysis of selected aspects of instruction in sociology. Data were obtained through a questionnaire survey of 437 students who had completed three or more sociology courses and who inhabited "a wide variety of academic settings" in the nine-state area constituting the Midwest Sociological Society region.

Boocock, Sarane Spence. "An Innovative Course in Urban Sociology." American Sociologist 5,1 (February, 1970): 38-42.

The basic premise of this paper is that sociologists are the best qualified in the academic community to deal with student complaints about irrelevance of course work and lack of teaching skill. This paper describes the development of an urban sociology course designed to (1) communicate some feeling for the operation of the city as a large social system, (2) test simulation gaming as both research and teaching techniques, and (3) provide an effective learning situation. The following are the major class activities: (1) simulation exercises, (2) required reading assignments, (3) lectures, and (4) development of new simulations. The latter is a team project. The most exciting classes have thus far been the simulation exercises, as judged by both students and instructor. In this article the author discusses some of the dilemmas encountered in organizing the course activities. The following general observations constitute the final discussion: (1) Students as a whole are not skillful in identifying important questions in urban sociology and at developing research strategies to answer them. (2) Students are not effective in organizing themselves in work groups. (3) Students present various learning styles, and thus attempts to upgrade college teaching should recognize this heterogeneity.

Clifton, A. Kay "Doin Soc: An Evaluation of Actively Involving Introductory Students in the Work of Sociology" Teaching Sociology 3,2 (January, 1976) 138-147.

"We suggest that the teaching of sociology ought to include more active participation by students in elementary research processes. Inclusion of research practice would provide students with more realistic knowledge of scientific sociology. We describe the use of a field manual which emphasizes sequentially developed and elementary research practices. Evaluative research, which compares students who complete the research practices with students who chose to take exams, indicates that the two groups differently describe the sociological perspective.

Craig, Wesley W., John F. Seggar, Berkley A. Spencer, and John S. Staley "Creative Learning Through the Application of Sociological Principles: CLASP" Teaching Sociology 3,2 (January, 1976): 107-130.

CLASP is an integrated sociological learning effort in which 30 students take all their work in one semester from a team of sociology professors. This approach provides the freedom for experimentation by students and faculty in developing new relationships and structures with a "learning community." Included are simulation games, a two-week intensive human relations lab, field experiences, individualized projects and final evaluations which examine academic content, as well as personality and social-psychological growth. Heavy emphasis is placed upon experimental learning and acquisition of skills used by applied sociologists. Content varies according to individual choices.

Craighead, Thomas, "Sociology: Columbia Style." Community College Social Science Quarterly VI, 2 (Winter, 1976): 43-46+51.

A detailed description of Craighead's highly innovative introductory sociology course at Columbia College, Columbia, Missouri. The course has no lectures, makes use of behavioral objectives, peer-learning (and competitive intra and inter-group pressures), small group meetings, training of student discussion leaders, and an attempt to get students into the research process. Craighead wrote special manuals for discussion leaders and all class participants. This article originally appeared in CCSSQ in the Fall, 1970 issue.

Dukes, Richard L. "Teaching Introductory Sociology: The Modular Approach." Teaching Sociology 2,2 (April, 1975): 165-176.

"This paper describes innovations in teaching introductory sociology. The course described in the paper is organized around a set of modules or packages for the topics of Introduction/Concepts, Socialization, Social Organization, Deviance, Stratification, Ethnic Groups, and Society/Social Movements. Each module contains lectures, readings, a simulation game, films, and a research exercise. Selected modules are described in detail, and problems with the innovative course are outlined."

Dunphy, Dexter C. "Planned Environments for Learning in the Social Sciences: Two Innovative Courses at Harvard." American Sociologist 2,4 (November, 1967): 202-206.

This paper is a report on two "unusual and innovative" social science courses which represent "educative environments in which students and teachers cooperate to make maximum use of the immediate social context." There is a brief consideration of some reasons why the social sciences in particular must utilize John Dewey's views on the importance of the environment on learning. Then the two courses are discussed in detail; one is an undergraduate social relations course at Harvard and the other is an organizational behavior course in the graduate business school at the same university. The most distinctive feature of the social relations course is the structuring of the students into "self-analytic" groups. Self conscious analysis of group behavior is sharpened by reading assignments and case analysis in human relations. The major role of the instructor is that of interpreter. There is a conclusion to the paper that "while these courses are more difficult to teach. . .they are also more intellectually stimulating and induce more thorough knowledge of the subject matter of the social sciences than traditional courses." (p. 206)

Flaming, Karl. "Innovations in Undergraduate Sociology Programs." Wisconsin Sociologist 8,2 (Summer, 1971): 59-68.

Modification of abstract in Sociological Abstracts, Vol. 21, No. 5 (August, 1973), p. 843: This writing addresses itself to recent innovations in undergraduate sociology instruction in the Midwest Sociological Society region. A summary of pertinent research efforts by Hugh Whitt, and by Charles Knuckman and Reece McGee provides evidence that mass instruction does not necessarily impair educational quality. Mention is made of the large class instructional designs employed by Warner Bloomberg at the University of Wisconsin, Milwaukee. Reportedly, these innovations reflect an emphasis on the development of the sociological imagination as a major educational goal. Guidelines are presented to help assess instruction for both sociology majors and non-majors

Friedland, William H. "Making Sociology Relevant: A Teaching Research Program for Undergraduates." American Sociologist 4,2 (May, 1969): 104-110

This report focuses on the problem of "motivating" students. The approach which the author describes here to generate student interest emphasizes the empirical character of sociological analysis. The varied objectives of a teaching-research program are considered and the details of the manner in which the author of the migrant labor camps constituted the area for the participant-observation research program. Describes an attempt to make learning about sociology and sociological research relevant to the real world around students; uses field research projects in which students participate.

Friedman, Norman L. "Task Adaptation Patterns of New Teachers" Improving College and University Teaching XVII, 2 (Spring, 1969): 103-107.

This sociology teacher reports a study of the ways in which new teacher recruits at four public junior colleges "adapted to their major task demands." The typical modes of initial task adaptation were generally drawn from the most related preceding career experiences and orientations of the recruits. The three major "career types" studied were: "high schoolers," "profs," and graduate students. The process of adaptation was viewed by the recruits as a continuing one. Major areas of task adaptation were, reportedly, teacher adjustment to course content, reactions to students, and teaching strategies.

Gustavus, Susan O. "A Note on Teaching Basic Sociological Concepts", American Sociologist 7,9 (November, 1972): 21.

Assuming that a major task of the teaching in a basic sociology course is to familiarize students with sociological concepts, the author of this brief article describes an "imaginative" technique that she utilizes in the introductory social psychology course. The technique centers around small projects dealing with each of four "relevant" concepts: affiliation, conformity, aggression and attitude. Students can choose among a number of presentation styles and media to express their ideas; e.g., original research designs, diaries, original pieces of art, etc. There is the concluding observation that the technique is not suitable for large classes but "for a willing instructor with less than forty students, such projects are a useful technique for teaching basic sociological concepts."

Hendershot, Gerry E. and Kenneth W. Eckhardt. "New Approaches to the Teaching of Sociology: 'Doing Sociology' in an Introductory, Course." American Sociologist 3,1 (February, 1968): 34-37.

It is the "conviction and experience" of the authors that "introductory students can be involved in geniune sociological research with positive results." (p. 34) There is acknowledgment, however, that there must be recognition of the students' general lack of preparation and that there must be sound guidelines for the selection and development of the research project. Five guidelines are considered in this paper on the use of small-scale research projects in the introductory sociology course. There is a discussion of an introductory research project which the authors themselves developed and utilized in the classroom at the College of Wooster in 1966-67. The research was a variation of the "Twenty Questions" study by Taylor and Faust.

Hiller, Harry H. "The Sociological Debate: Innovating with the Pedagogical Role", Teaching Sociology 2,2 (April, 1975): 123-132

"The university - employed Sociologists faces a dilemma in which his self-perception as a social scientist leaves him poorly prepared for his role as educator or teacher. Thus, sociology usually is abstracted from the 'real social world' and taught deductively beginning with concepts and principles. The backlash to this approach has been to teach sociology inductively in which relevance replaced theory. In an attempt to straddle both of these approaches, this paper presents an alternative format in classroom debates to increase both relevance and theoretical involvement".

Jones, Robert Alun. "The Use of Literature in Teaching Introductory Sociology: A Case Study." Teaching Sociology, 2,2 (April, 1975): 177-196

"With the support of the Undergraduate Instructional Awards Program of the University of Illinois, an attempt was made to teach introductory sociology using selections from fifteen novels and one play as supplementary reading material. The evaluation of this innovation conducted by the Office of Instructural Resources of the University resulted in several conclusions: (1) students taught through these materials indicate that it is a good method; (2) students feel that such materials substantially improve their understanding of sociological concepts; (3) in the absence of a comparative study using control groups, it is difficult to assess whether students do learn more through this method, although some tentative suggestions concerning its unique value are made; and (4) serious obstacles exist to the successful utilization of these materials, related to both the instructor(s) and the materials themselves, and recommendations for overcoming these obstacles are proposed ."

McNall, Scott G. "Peer Teaching: A Description and Evaluation." Teaching Sociology 2,2 (April, 1975): 133-146

"A review of material on peer teaching at the elementary, secondary, and college level shows that the effects of peer teaching may result in an improvement in test grades for both tutors and tutees, though the evidence would favor an improvement for the tutors. In addition, peer teaching leads to an improvement in self-image, and a positive attitude toward school and/or a particular class on the part of both tutors and tutees. It is suggested, then, that the use of undergraduates as teachers can improve attitudes toward a class, as well as result in improved grades for tutors and tutees as a result of increased interaction. A peer teaching program used at the University of Minnesota and Arizona State University is described."

Morrison, Denton E. "Some Evidence for the Influences of Laboratory and Field Experiences on Student Attitudes Toward Research Methods." Rural Sociology 34,1 (March, 1969): 67-74

This article describes an experimental program of laboratory and field experiences for a beginning course in sociological research methods. The course was taught as an integrated two--term (1966-77) sequence, and it was evaluated against a "control" group during the first term. The results of the questionnaire evaluation procedure indicated "some tentative support for the conclusion that the laboratory-field experience approach to research methods promises significant gains in student attitudes toward research methods over the lecture-only system." (p. 72) Also, the instructor was impressed "that the students in the course, particularly those who also took the second term, learned more and learned it more thoroughly and eagerly as a result of their concrete laboratory experiences than other students I have taught solely by lecture." (pp. 72, 74)

Moxley, Robert L. "Teaching Introductory Sociology: An Exploratory Experience Making Use of Senior Undergraduate Majors." Teaching Sociology 2,1 (October, 1974): 15-26

"This study involved the use of undergraduate lab-discussion leaders in an experimental instructional program. While the results indicate little or no increased learning over the control group, the experimental use of undergraduates yields high satisfaction among the students and acceptance of undergraduates in this role. Follow-up studies for the five semesters subsequent to the original trial indicate little experimental effect. At most, the results encourage the utilization and further careful study, of senior undergraduates as teaching assistants."

Pape, Max A. and D. Paul Miller. "New Approaches to the Teaching of Sociology: Team Teaching and Small Group Dynamics." American Sociologist 2,2 (May, 1967): 93-95

This paper contains as assessment of a basic sociology course using a new team-learning approach. The outline of the features of the innovation emphasizes the "cell" format of the class structure. In the initial experiment during the short term of 1965-66 school year, the "Principles of Sociology" class of 120 freshmen at Illinois Wesleyan University was broken into 11 cells of 10 or 11 students each, with an interacting assignment centering on "The Black Community." The cells met daily and were visited daily by the professors on the teaching team. A Senior Seminar Class of 11 students was merged into the team projects as cell monitors reporting on the dynamics of the small groups. The authors of the paper who were instructors in the initial experiment judge the effort as "extremely successful" and "exciting to the students and instructors alike". Admittedly, though, the program was "demanding" on the instructors.

Richard, Michel P., "A Laboratory Approach for Social Science Teachers," People Watching 2,1 (October, 1972): 20-24

This article discusses some of the four dozen in-class and out-of-class exercises included in Exploring Social Space by Prof. Richard and Prof. John Mann (Free Press, 1973). Exercises are classified into three major groups: (a) basic concepts (e.g. culture, communication, deviance), (b) major social institutions (family, education, religion), and (c) social and demographic processes (e.g., race relations, stratification, population growth).

Rogers, Sharon J., William A. Sartariano and Evan D. Rogers. "Self-Scheduled Introductory Sociology: An Evaluation," Teaching Sociology 4,2 (January, 1977): 125-140

"This paper compares student performance in self-scheduled instruction (SSI) and lecture-discussion sections of introductory sociology, all of which used the same textbook material. The effect of additional material on comprehension is also examined. SSI students receive higher mean course grades and demonstrate greater improvement when compared with lecture-discussion students. Students of lower ability are more likely to benefit from a SSI format. It is also suggested that a modified lecture-discussion approach might lead to results similar to SSI."

Silvers, Ronald J. "Letting Go in the Classroom." Sociological Inquiry, 43,2 (1973): 169-178.

This paper is an analysis of the problems of generating student interest in the "normal" or teacher-centered type of course and a report on: (1) the author's efforts to create a student-centered class structure; (2) student reactions to the innovative efforts; and (3) the difficulties encountered. Experiences are described primarily in terms of a collective behavior course. It is argued that in the teacher-centered enviornment - even when the class is small and run as a discussion group-there develops an audience - performer structure in which the student shifts between apathy on the one hand and crude instrumentalism on the other. A procedure constituted by three stages is proposed for transforming the traditional structure to a student--centered structure: (1) "getting students into themselves;" (2) "getting students into the group;" (3) "getting students into the community." The third stage is the most problematic.

Sundeen, Richard. "The Sociology Semester: A Proposal For Innovative Teaching in Undergraduate Sociology" Presented at the 68th Annual Meeting of The American Sociological Assciation 1973.

This paper describes an undergraduate urban studies coures at the University of Southern California called The Urban Semester, a course for which a total semester credit is given. The central focus of the program is on the learning process and urban affairs. Underlying these are several assumptions, including, for example that learning about the urban scene is maximized when it is holistic, experiential, and shared by student and teacher.

"The Sociology Semester: CLASP . . . A Year of Experience in Undergraduate Innovative Learning." ASA FOOTNOTES 2,1, (January, 1974): 2

Note on one semester program involving experiential learning, considerable autonomy for students and intensive interaction between students, faculty and community settings. Sociology Department; Brigham Young University.

Tobin, Betty J. "An Attempt at Relevance: News Item Analysis by Introductory Sociology Students." American Sociologist 6,2 (May, 1971): 140-142

Believing that the beginner in sociology should try his/her hand at analyzing behavior sociologically, the author outlines an instructional plan which she has developed to involve the student actively in the learning process and which she has found to be successful. The plan utilizes the daily newspaper as an available source of recorded social interaction. Lectures, discussions, and readings serve to introduce the student to the general field of sociology. Following a lecture and discussion period, the latter half of each class meeting is a laboratory session. The class is divided into small groups; each group discusses a news item chosen by the instructor; and finally each group shares its analysis with the total class. Also three or four individual assignments on news analysis are made during the term. The author suggests other possible teaching techniques utilizing news items.

Van Valey, Thomas L., "The 'Piggyback' Structure: A Pedagogical Device." Teaching Sociology 3,2 (January, 1976): 160-166.

"The paper first describes an organizational innovation: the 'piggyback' structure. This consists of two courses - a regular course and a 'mini' course - which are clearly coordinated yet substantively independent. In addition, some possible options for using the structure are discussed: large lecture courses, graduate survey-type courses, and advanced training (at any level). Finally, some suggestions are offered as to implementation and justification in situations of limited resources."

Wallace, Ruth A. "An Alternative to Assembly - Line Education: Undergraduate Teaching Assistants," Teaching Sociology 2,1 (October, 1974): 3-14.

Journal Abstract: "This is a description of a teaching innovation in which undergraduates were recruited to be leaders of weekly discussion sections. Some reactions from students enrolled in the course and from undergraduate teaching assistants are presented. The selection process and the importance of the weekly seminar for teaching assistants are discussed, followed by possible solutions to potential problems".

5. TEACHING DEVICES*

Apostle, Chris N. "An Approach to Teaching Introductory Sociology," American Sociologist 3,1 (February, 1968): 31-33.

Reasoning that the best way to learn a subject is to teach it, Apostle outlines strategies to overcome the problem of having students teach a course at the same time they are being taught the content. He personalizes the strategies by drawing on his own teaching methodologies: Instead of a term paper assignment, a course outline assignment was made on the first day of class - due as a take-home examination on the last day of the semester. Students were required to detail information content for each of 44 class periods, present a rationale for the presentation, and list information sources. An analysis of received student outlines revealed an interesting consensus about ten concepts which were then formulated into an acronym and integrated in the instructor's own course outline. The problem then became one of finding a life process to which students could meaningfully apply the concepts. The meaningful experience was found in the contex of collegiate life. The author claims that this approach is applicable to other subject areas beyond the introductory course.

Baker, Paul J. "Social Awareness Project." Teaching Sociology 3,1 (October, 1975): 74-80.

"This paper describes a teaching-learning strategy in which social problems are examined comparatively from three distinct perspectives-common sense, journalism, and sociology. Students explore these perspectives outside the classroom through various activities which include taking a diagnostic questionnaire of their own common sense thoughts, interviewing other persons, reading materials from journalism and sociology, and writing a final report." Sample diagnostic questionnaire included.

Bassis, Michael S. and Joyce P. Allen. "TIPS: Individualization and Economy for Mass Instruction," Teaching Sociology 3,2, (January, 1976): 185-190.

TIPS is a recently developed teaching tool designed to individualize instruction in large classes with great efficiency. This paper describes the capacities of TIPS and, presents a summary of research findings which attest to its success in introductory economics classes. TIPS will be initially employed and evaluated in sociology in fall 1975.

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* In this section will be found articles describing techniques, tools, projects, special types of assignments or class exercises that a teacher might employ in helping students learn a relatively specific aspect of sociology. Entries in this section do not refer to particular ways of organizing or teaching an entire course; such references appear under Section 4, "Innovative Approaches to Sociology Course Formats." Articles dealing with specific applications of personalized instruction, field experiences, uses of audio-visual media, courses computer assisted instructio or specific courses in sociology will be found under the appropriate section (see table of contents).

Bassis, Michael S. and Joyce P. Allen. "Teaching Introductory Sociology with TIPS: An Evaluation." Teaching Sociology 4,2 (January, 1977): 141-154.

For complete annotation, see Section 1 of this bibliography.

Bunzel, Joseph H. "The Group Project in the Social Science Curriculum," Improving College and University Teaching XIX, 3 (Summer, 1971): 175-179.

A presentation of the group project as an element in the social science curriculum is presented by this sociology professor. General values as well as professional and technical advantages are mentioned. Problems are not ignored, however. It is argued, in the main, "that the limits imposed by the academic character of the project serve only to underline its essentially therapeutic character." (p. 177)

Cassano, Stephen T. "Experiential Learning: The Use of Student Volunteers." Community College Social Science Quarterly V,2 (Winter, 1975): 31-32.

Brief article describing Cassano's views about the benefits to students of volunteer work chiefly in social agencies and the wide availability of opportunities for such work.

Conover, Patrick W. "The Experiential Teaching of Basic Social Concepts: An Improvisational Approach," Teaching Sociology 2,1 (October, 1974): 27-41.

Journal Abstract: "This is a report on a sequence of experimental classes in which techniques originally created for the training of actors and related exercises and games were used as the primary means of perceiving and analysing the social processes in direct face-to-face interaction. The technique is described and exemplified. The rationale for using these techniques is considered. Some guidelines for people wishing to use such techniques are presented."

Friedland, William H. "Making Sociology Relevant: A Teaching - Research Program for Undergraduates," American Sociologist 4,2 (May, 1969): 104-110.

This report focuses on the problem of "motivating" students. The approach which the author describes here to generate student interest emphasizes the empirical character of sociological analysis. The varied objectives of a teaching-research program are considered and the details of the manner in which the author developed such a program are presented. The analysis of the migrant labor system and the study of migrant labor camps constituted the area for the participant-observation research program.

Gustavus, Susan O. "A Note on Teaching Basic Sociological Concepts," American Sociologist 7,9 (November, 1972): 21.

Assuming that a major task of the teaching in a basic sociology course is to familiarize students with sociological concepts, the author of this brief article describes an "imaginative" technique that she utilizes in the introductory social psychology course. The technique centers around small projects dealing with each of four "relevant" concepts: affiliation, conformity, aggression and attitude. Students can choose among a number of presentation styles and media to express their ideas; e.g., original research designs, diaries, original pieces of art, etc. There is the concluding observation that the technique is not suitable for large classes but "for a willing instructor with less than forty students, such projects are a useful technique for teaching basic sociological concepts."

Hendershot, Gerry E. and Kenneth W. Eckhardt. "New Approaches to the Teaching of Sociology: 'Doing Sociology' in an Introductory Course." American Sociologist 3 (February, 1968): 34-37.

For full annotation, see entry in Section #1 of this bibliography.

Hiller, Harry H. "The Sociological Debate: Innovating with the Pedagogical Role," Teaching Sociology 2,2 (April, 1975): 123-132.

"The university-employed sociologist faces a dilemma in which his self-perception as a social scientist leaves him poorly prepared for his role as educator or teacher. Thus, sociology usually is abstracted from the 'real social world' and taught deductively beginning with concepts and principles. The backlash to this approach has been to teach sociology inductively in which relevance replaces theory. In an attempt to straddle both of these approaches, this paper presents an alternative format in classroom debates to increase both relevance and theoretical involvement."

Jones, M.E. "Principles of Sociology as a Teaching Device." Social Forces 26 (May, 1948): 433-436.

Jones, Robert Alun. "The Use of Literature in Teaching Introductory Sociology: A Case Study," Teaching Sociology 2,2 (April, 1975): 177-196.

"With the support of the Undergraduate Instructional Awards Program of the University of Illinois, an attempt was made to teach introductory sociology using selections from fifteen novels and one play as supplementary reading material. The evaluation of this innovation conducted by the Office of Instructural Resources of the University resulted in several conclusions: (1) students taught through these materials indicate that it is a good method; (2) students feel that such materials substantially improve their understanding of sociological concepts; (3) in the absence of a comparative study using control groups, it is difficult to assess whether students do learn more through this method, although some tentative suggestions concerning its unique value are made; and (4) serious obstacles exist to the successful utilization of these materials, related to both the instructor (s) and the materials themselves, and recommendations for overcoming these obstacles are proposed."

Larsen, Otto N. and W. R. Catton, Jr. Conceptual Sociology, 2nd ed. New York: Harper and Row, Pubs., 1971.

"A self-teaching manual of exercises" which provides students with "a series of specimens of real-life behavior (or imaginary but life-like behavior) in the form of news reports, photographs, excerpts from magazine articles, or books, cartoons and the like. Each of these specimens is meaningful in one way or another to the average participant in the human enterprise and is also meaningful to the sociological analyst. It provides the student with a basic sociological vocabulary of concepts, by which the specimens can be classified. Familiarity with these concepts should sensitize you to differences and similarities in the specimens which might otherwise go unrecognized or unappreciated." Specimens are selected to illustrate more than 100 basic concepts or principles.

Lehtinen, Marlene W. "Sociological Family Analysis," Teaching Sociology 4,3 (April, 1977): 307-314.

"This project involves students in marriage and family courses analyzing their families sociologically. Using a list of areas to be considered, students conduct an analysis aimed at teaching them sociological terminology and theory in an enjoyable manner."

Levinson, Richard M. "An Encounter with Sex Discrimination," Teaching Sociology 3,2 (January, 1976): 191-193.

An experiment was designed to expose undergraduate sociology students to sex discrimination. Phoned job inquiries by students for positions not traditionally held by persons of their sex were followed by calls from those for whom the jobs would have been traditionally appropriate. The encounter is suggested as an effective teaching device.

McNall, S. G. "Peer Teaching: A Description and Evaluation." Teaching Sociology 2,2 (April, 1975): 133-146.

"A reviewof material on peer teaching at the elementary, secondary, and college level shows that the effects of peer teaching may result in an improvement in test grades for both tutors and tutees, though the evidence would favor an improvement for the tutors. In addition, peer teaching leads to an improvement in self-image, and a positive attitude toward school and/or a particular class on the part of both tutors and tutees. It is suggested, then, that the use of undergraduates as teachers can improve attitudes toward a class, as well as result in improved grades for tutors and tutees as a result of increased interaction. A peer teaching program used at the University of Minnesota and Arizona State University is described."

Marwell, Gerald. "Introducing Introductory Sociology: The Social Awareness Test." *American Sociologist* 1,5 (November, 1966): 253-254.

This discussion focuses on the problem of generating early student enthusiasm in the large, introductory sociology course. The paper reports the results of a technique which the author has employed in his class with a short, true-false exam, titled the Social Awareness Test. After the test is administered, the answers are reviewed and explained, and followed up with a short lecture on the nature of sociology. The author reports that "a small experiment" demonstrated "at least for those not initiated into the realities of a sociology course it seems the Social Awareness Test may boost initial enthusiasm." (p. 254)

Miller, R. and R. S. Miller. "The Student's Sociological Diary." *Teaching Sociology* 4,1 (October, 1976): 67-82.

"During the last six years, the authors have developed and refined the student's sociological diary as a teaching device for their sociology courses. The diary format is simple: students are asked to write several times a week about events in their everyday life that are connected with topics and concepts covered in the course. The paper explains the purpose of the diary, its advantages and disadvantages, and mechanics of utilization. Direct quotations from student diaries are included to give the reader a sense of diary entries written by students."

Porterfield, A. "Some Uses of Literature in Teaching Sociology." *Sociology and Social Research* 41 (August, 1957): 421-426.

Reichel, Philip L. "Dossier Building as a Social Problem Topic." *Teaching Sociology* 4,3 (April, 1977): 293-306.

"This paper has as its primary concern an interest in developing dossier building as a topic for a course in Social Problems. To achieve this, definitions of social problems are reviewed in order to justify the inclusion of the topic; suggestions are made for material relevant to lectures; and finally a class project is offered to exemplify potential abuses of dossier building."

Reichel, Philip L. "Classroom Use of a Criminal Activities Checklist." *Teaching Sociology* 3,1 (October, 1975): 81-86.

"Although self-report questionnaires have traditionally been used only as a methodological tool for studying delinquency, they would appear to have some validity as a teaching aid as well. With the basic structure of a questionnaire developed for methodological use, a checklist is presented for the classroom which can aid in discussing criminal statistics, definitions of crime, and other aspects of criminology." Article includes reproduction of the three-item checklist.

Ross, H. Laurence. "The Teaching of Sociology in the Metropolitan College," American Sociologist 1,3 (May, 1966): 143-144.

Before proceeding to discuss teaching techniques, Ross briefly states his preconceptions concerning the role of sociology in a liberal arts education: "I will dare to condense the goals inherent in this liberal arts tradition to the concept of reflective choice. . .a principal bar to the attainment of the rationality of ends and means envisaged in the liberal arts tradition is the easy availability of cultural prescriptions for action." (p. 143) The author believes that a sociological education can increase individual freedom by sensitizing the student to social constraints and by suggesting alternatives for action: "In my opinion, this potential for individual freedom and rational action is the core of sociology's contribution to the liberal education." (p. 143) It is claimed that this contribution can be made most directly by exposing students to contrasting cultures, and that instructors in metropolitan colleges have at hand a substitute for total societal cultures in providing this exposure. This paper suggests some ways in which entry into varied metropolitan subcultures can be effected as part of the academic experience: 1) Make use of interviewing in communities of various class and ethnic compositions. 2) Direct students to observe such groups in institutional settings which are open to the public, e.g. churches, social work and other caretaker organizations. However, "the benefit of these experiences to the students will vary as the quality of guidance and supervision that we canoffer them as teachers." (p. 144)

Samuels, Frederick. "Actors, Skits and Concepts: An Experiment in College Teaching," Teaching Sociology 4,2 (January, 1977): 155-166.

"An experiment was conducted involving the use of skits and actors to demonstrate certain concepts to a social psychology class. The experimental group and control group were compared on grades, attendance, participation, and attitudes toward the course. There was a significant difference between the groups with respect to perceived value of the course."

Sim, Francis M., Gordon F. DeJong, Glen D. Kreider, and David E. Kauffman, "Data Analysis for Sociology Undergraduates: Innovations of Instant Computation," The American Sociologist 6,2 (May, 1971): 153-157.

"The main objective of our beginning methods course is to introduce students to problems and techniques of social science research, especially research data analysis. The purpose are (1) to praise the incorporation of data analysis into the curriculum, (2) to suggest that the beginning student can be involved, albeit in limited scope, in the same analysis and interpretation schemes used by experienced survey analysts, and (3) to provide information about a kind of computational system that is not well known to many social scientists."

Skipper, James K. Jr., and Frank J. Kohout, "Family Names and Social Class: A Teaching Technique." The American Sociologist 3,1 (February, 1968): 37-38.

A report on a technique employed in introductory classes and found useful in teaching social class and family. The name of this device is, "Family Names - Social Class Index." The device was used to anticipate 'social bias' which are sometimes a basis for classroom action. The students were asked their opinions on the statement: "It is possible to determine a family's social class by knowledge of the family name." The interesting point is that many of the students, at first, refused the idea of a 'social class' in relation to their own family names'.

Spector, Malcolm, "The Social Construction of Social Problems: Six Class Assignments," Teaching Sociology 3,2, (January, 1976): 167-184.

Six student projects are described that derive from a labeling or social-construction-of-reality approach to the study of social problems. They are designed to confront the sudent with the "raw materials" of social problems, to introduce important tools of scholarship and research, and to demonstrate the relevance of the students' own values and life experiences to a theoretical understanding of social problems.

Sorenson, R.D. "The Analytical Problem Technique for Teaching Sociology in Law School." American Sociological Review 17 (1952): 229-232.

Straus, Murray and Joel Nelson. Sociological Analysis: An Empirical Approach Through Replication. New York: Harper and Row, 1968.

Tobin, Betty J. "An Attempt at Relevance: News Item Analysis by Introductory Sociology Students," American Sociologist 6,2 (May, 1971): 140-142.

Believing that the beginner in sociology should try his/her hand at analyzing behavior sociologically, the author outlines an instructional plan which she has developed to involve the student actively in the learning process and which she has found to be successful. The plan utilizes the daily newspaper as an available source of recorded social interaction. Lectures, discussions, and readings serve to introduce the student to the general field of sociology. Following a lecture and discussion period, the latter half of each class meeting is a laboratory session. The class is divided into small groups; each group discusses a news item chosen by the instructor; and finally each group shares its analysis with the total class. Also three or four individual assignments on news analysis are made during the term. The author suggests other possible teaching techniques utilizing news items. The article includes a nine-point guide for news item analysis by introductory sociology students. Also, a list of four possible drawbacks to the method is furnished.

Toby, Jackson. "Undermining the Student's Faith in the Validity of Personal Experience." American Sociological Review 20 (1955): 717-718. See also the exchange on this article between V. Davies and J. Toby in the American Sociological Review 26 (1961): 278-280.

Toby, Jackson. "Educational Possibilitiesof Consensual Research." American Sociologist 7 (February, 1972): 11-13.

Consensual research is advocated both for research projects and for teaching; Toby describes how he tries to develop and research problems consensually with students.

Tomasi, Timothy J. "The Operation Called Verstehen," Improving College and University Teaching XXI, 2 (Spring, 1973): 157-158.

The focus of this paper is a special kind of understanding called verstehen. Several of the educational ramifications of this mental operation are delineated. It is argued that verstehen can be developed via specific pedagogic programming. A key notion in this discussion by a philosophy instructor is that materials presented to the learner must be related to the learner's behavioral maxim repertoire in order that the power of verstehen can be utilized.

Veltman, C.J. "Isle Charebois Revisited." Teaching Sociology 2,2 (April, 1975): 197-206.

"Isle Charebois is a story presented as an anthropological field report, although in reality it is a Marxist-type paradigm of American society. It is a teaching tool designed to demystify some of the processes that promote social stability, particularly in the belief in upward mobility, the belief in genetic bases of social stratification, and the belief in cultural rites which legitimate the socioeconomic structure."

Wilson, Everett K. "Inductive Methods in Teaching Sociology." in M.M. Krug, et al., eds. The New Social Studies: Analysis of Materials and Theory. Itasca, Ill.: F.E. Peacock, 1970.

6. PERSONALIZED SYSTEM OF INSTRUCTION (PSI)

Bono, Stephen F. et al. "Annotated Review of Articles on Personalized Instruction 1976." Journal of Personalized Instruction 2 (March,1977): 57-61.

The second annual review of PSI literature published by the Journal; this review is based on scanning of 26 journals in a variety of disciplines. The Journal of Personalized Instruction is published by the Center for Personalized Instruction, Room 29, Loyola Hall, Georgetown University, Washington, D.C. 20057--the Center is one of the leading sources of materials on PSI.

Clark, Susan G. "An Innovation for Introductory Sociology" Teaching Sociology 1,2 (April, 1974): 131-142.

The author describes the conduct and results of a recent experimental course for introductory sociology at Georgetown University. The teaching method is called Personalized System of Instruction (PSI). The basic learning model at the heart of the method is this: "rewards following a particular behavior will increase the likelihood of that behavior occurring in similar conditions". (p. 131) The method is as follows: The instructor divides the course material into units and writes study questions for each unit. He directs the student's attention to significant elements in the materials. Finally several forms of test are devised for each unit. The student is permitted to proceed in the course on the basis of his/her mastery of the unit tests. The results of PSI in the Georgetown curriculum were highly satisfactory, even with employment of student proctors to grade unit tests and discuss answers with the students taking the unit tests. PSI students were evaluated against three lecture sections in introductory sociology. The final examination results showed the PSI sections receiving the highest averages, although all four professors involved drew up the multiple-choice exam and even when freshmen scores were averaged separately. Thus the author believes that the PSI method succeeds in the manifest function of teaching, i.e., in enabling students to learn a body of knowledge and to increase skills in thinking. However, she also speculates about a number of latent functions, e.g., impact on study habits and amount of student interaction.

Francis, Roy G. "PSI": An Editorial Comment", Teaching Sociology 1,2 (April, 1974): 160-163.

The author feels that the "Personalized System of Instruction" (PSI) is misnamed because "the instruction is not personalized as much as it is individualized". (p. 160) Moreover, he objects if PSI proponents think of the method as a substitute for the lecture system. He argues that the student should be offered a set of instructional alternatives. Nevertheless, Francis accepts the legitimacy of the direction of experiments in such ways as PSI; he claims that we need to explore many different modes of teaching. The chief objection to PSI is that it is based on a Skinnerian principle, with the grade being regarded as a sufficient reward mechanism: "This is virtually non-sociological, and almost anti-sociological, in its premises". (pp. 161-162) First, the mechanism selects out a particular personality type; it is debatable from the author's viewpoint as to whether this is the kind of person we ought to be selecting. Also, the assumption that the lecture is to be regarded as an information-distributing device overlooks, according to Francis, that the lecturer presents the student with a role model.

Ludwig, Mark. "The PSI Social Science Program at Cuyahoga Community College." Community College Social Science Quarterly V,4 & VI,1 (Summer-Fall, 1975): 25-26+29.

Brief description of the components and development of an interdisciplinary introductory course with between 60 and 350 students per quarter in classes. Ludwig supports the personalized system of instruction "as a way of dealing with large classes in which students with diverse academic preparation, skills, and abilities are brought together."

MacDaniel, William E. "Individualized Learning: An Application to Teaching Research Methods in Undergraduate Sociology," Teaching Sociology 1,2 (April, 1974): 143-159.

This paper describes an "initial effort" to apply the Keller Plan of individualized learning to teaching research methods at the college undergraduate level. Essential elements of the model are briefly described and several advantages to the Plan are pointed out. For the most part the author's own excursion into indvdiualization was "generally satisfactory". Unresolved problems related largely to the mechanics of individualization. More importantly, "in the opinion of the author, individualization provides a greater potential for high-quality education because it is more concerned with encouraging the ability to engage in successful learning behavior than it is with acquisition of knowledge pertaining to some particular course; it should produce flexible individuals who are capable of learning whatever is necessary in whatever situation they find themselves". (p. 158)

Malec, M.A. "PSI: A Brief Report and Reply to Francis." Teaching Sociology 2,2 (April, 1975): 212-217.

"The first part of this paper contains a brief report of a successful PSI (Personalized System of Instruction) course in statistics. Data are presented to whow that students in PSI courses did better on a common final examination than students taking the same examination but taught in a traditional lecture format. The second part of the paper consists of a response to three criticisms of PSI offered by Roy Francis."

"PSI References." Teaching Sociology 1 (April, 1974): 164-166.

A forty-item bibliography listing articles on PSI as used in a number of disciplines.

Rogers, Sharon J., William A. Sartariano and Evan D. Rogers. "Self-Scheduled Introductory Sociology: An Evaluation," Teaching Sociology 4,2 (January, 1977): 125-140.

"This paper compares student performance in self-scheduled instruction (SSI) and lecture-discussion sections of introductory sociology, all of which used the same textbook material. The effect of additional material on comprehension is also examined. SSI students receive higher mean course grades and demonstrate greater improvement when compared with lecture-discussion students. Students of lower ability are more likely to benefit from a SSI format. It is also suggested that a modified lecture-discussion approach might lead to results similar to SSI."

Taylor, Patricia "Personalized Instruction: The Introductory Political Science Course." Teaching Political Science 3,3 (April, 1976): 227-248.

This article is useful because it succinctly presents a rather comprehensive overview of the application of the Keller Plan or PSI to a single course. Course mechanics, underlying theory and a comparative test of student learning are reported. For a parallel article, see Pollack and Roeder's "Individualized Instruction in an Introductory Government Course," Teaching Political Science 3,1 (October, 1975): 18-36.

7. SIMULATION AND GAMING

Boocock, Sarane S. "An Innovative Course in Urban Sociology." The American Sociologist 5 (February, 1970): 38-42.

The course reported here involved use of four simulation games; for a fuller abstract of the article, see Section 3, "On the Teaching of Specific Sociology Courses," the bibliography.

Boocock, Sarane and E.O. Schild., Simulation Games in Learning. Beverly Hills, Cal.: Sage Publications, Inc., 1968.

One of the first theoretical books on simulations and games; reviews the early work by James Coleman and his colleagues at Johns Hopkins University. Considerable attention is paid to the issue of learning outcomes of the use of games.

Boocock, Sarane S. and James S.Coleman, "Games with Simulated Environments in Learning." Sociology of Education 39 (Summer, 1966): 215-236.

Brisk, W.J. "Student Prepared Games as a Teaching Strategy." Teaching Political Science 2 (October, 1974): 90-94.

Conover, Patrick W. "The Experimental Teaching of Basic Social Concepts: An Improvisisational Approach," Teaching Sociology 2,1 (October, 1974): 27-42.

Utilizing improvisiona; games as a learning technique. "This is a report on a dequence of experimental classes in which techniques originally created for the training of actors and related exercises and games were used as the primary means of perceiving and analyzing the social processes in direct face-to-face interaction. The technique is described and exemplified. The rationale of using these techniques for educational purposes is considered. Some guidelines for people wishing to use such techniques are presented."

Dukes, Richard L. "Teaching Introductory Sociology: The Modular Approach," Teaching Sociology 2,2 (April, 1975): 165-176.

"This paper describes innovations in teaching introductory sociology. The course described in the paper is organized around a set of modules or packages for the topics of Introduction/Concepts, Socialization, Social Organization, Deviance, Stratification, Ethnic Groups, and Society/Social Movements. Each module contains lectures, readings, a simulation game, films, and a research exercise. Selected modules are described in detail, and problems with the innovative course are outlined".

Elder, Charles D. "Problems in the Structure and Use of Educational Simulation," Sociology of Education 46,3 (Summer, 1973): 335-354.

The author argues that despite the popularity of educational simulations, developments have not been guided sufficiently by clear pedagogical criteria. A number of problems in the structure and use of educational simulation are identified and discussed. Suggestions are made for avoiding potential pitfalls. Attention is given also to the relationship of simulations to the "larger educational experience." Elder claims that four general implications seem to emerge from his analysis of instructional simulation: 1) The early hope of general purpose simulations was perhaps overly optimistic. 2) There is a need for simulations aimed at different levels of student competence. 3) Small scale simulations are likely to be prominent in the future. 4) The use of the computer to reduce the burdens of participation and administration is likely to be found essential where large-scale simulations are required.

Gamson, William A. "SIMSOC: Establishing Order in a Simulated Society." Simulation and Games 2 (September, 1971): 287-308.

Describes stages in the development of SIMSOC and problems encountered which will help the SIMSOC user and those who are developing their own simulation games. Other versions of this paper have appeared in Simulation and Gaming in Social Science edited by Michael Inbar and Clarice Stoll (N.Y.: Free Press, 1972), and in the SIMSOC Instructor's Manual, 2nd ed. (N.Y.: Free Press, 1972).

Greenblat, Cathy S. "Simulations, Games, and the Sociologist." American Sociologist 6 (February, 1971): 161-164.

This article attempts to introduce sociologists to the pedagogical uses of simulations and sets out to answer such questions as "They sound interesting but what are simulations and games?" "How can I learn about them?" "What games are available for teaching sociology?" The simulations described are "social situations," i.e., simulations of the key aspects involved in social systems or processes. Distinctions between simulations and games and between simulation and role playing are discussed. Greenblat mentions games she has found useful in teaching sociology. She indicates that assessing the quality of simulations and games remains a difficult task.

Greenblat, Cathy S. and Richard D. Duke. Gaming-Simulation: Rationale, Design and Applications. N.Y.: Halstead Press/John Wiley & Co., 1975.

Perhaps the best single book on simulation and gaming currently available. Provides both a theoretical basis for the explanation of gaming techniques and practical guide to application. Reprints Greenbalt's October, 1973 Teaching Sociology on claims and evidence for gaming along with an update by Frank Rosenfeld which reviews learning outcomes literature through 1974.

Greenblat, Cathy S. "Teaching with Simulation Games," Teaching Sociology 1, 1 (October, 1973): 62-83.

This article stems from two interrelated problems relevant to the claims and evidence for teaching with simulation games. The first is a problem in the teaching of sociology: "Those who have used games tend to be highly enthusiastic and to report very favorable outcomes, but the empirical evidence to systematically test their claims is still limited". (p. 62) The second is a problem of the sociology of teaching: "The empirical evidence to systematically test the claims concerning the consequences of teaching with simulations is still limited, yet utilization is spreading rapidly". (p. 63) Thus "it seems fruitful, even at this early stage, to summarize the existing claims and the available evidence, so those concerned can see where we are and where we have to go". (p. 64) In order to review the claims and evidence concerning simulation games in the classroom, the researcher examined books, articles and monographs, newsletters and publishers' advertisements. The numerous claims were organized into six general categories: 1) motivation and interest, 2) cognitive learning, 3) changes in the character of later course work, 4) affective learning the subject matter, 5) general affective learning, and 6) changes in classroom structure and relations. However, many of the claims are supported by anecdotal data rather than empirical evidence. Thus, the review of the available game research indicated insufficient data to prove that games meet their pedagogical promise. However, this should not be taken as an argument for abandonment of their use in teaching. A number of supporting reasons are offered, and five areas for future attention are suggested to those who will design, utilize, and evaluate games.

Harper, Dean and Hanan C. Selvin. "Computer Simulation and the Teaching of Research Methods." American Sociologist 8,2 (May, 1973): 64-70.

This paper reports the experiences of the authors in the use of a computer simulation survey to train students in research methodology. The simulation was employed to teach students in three different college courses: a freshman seminar, a upper level course in research methodology, and an upper-level statistics course. Students reacted enthusiastically to the exercises. However, the authors judge that the simulation was most effective in teaching data analysis; success with research designing was also evident. The simulation was reportedly least effective in teaching questionnaire construction.

Heap, James "The Student As Resource: Some Uses of Minimum-Structure Simulation Games In Teaching Undergraduate Sociology" Presented at the 1971 Annual Meeting of the Canadian Sociology And Anthropology Association.

A simple minimum-structure, simulation game is suggested here as a technique for teaching undergraduate sociology. The class-formation function of gaming is examined as a device to get a class going and establish student-student and student-teacher rapport. The relative advantages are assessed.

Hoffman, Dennis E., Vincent J. Webb and Joel C. Snell, "Freedom and Order in the Administration of Justice: A Simulation Game," Teaching Sociology 4,2 (January, 1977): 177-184.

"The importance of different theoretical perspectives for examining the crime problem is explored through a simulation game. The context of the simulation is an urban community where the crime rate and the public concern about crime have risen sharply. To deal with this "crime wave," the city councel and four community groups meet to formulate a policy. The simulation model specifies reading materials, a sequence of activities, and other requisites for operationalizing the game. Comments on previous applications are also included so that future users may gain an idea of what to expect from the game."

Inbar, Michael and Clarice S. Stoll. Simulation and Gaming in the Social Sciences. New York: The Free Press, 1972.

Specially useful because it gives realistic descriptions of the ways in which games are developed; not focused on teaching with games, but on the design of games.

Kaplan, Paul and C. Shepherd. Doing Sociology: A Sociological Experience in the Classroom. New York: Alfred, 1973.

While this volume can be used as a text in its own right, it is also a sourcebook for easy-to-use classroom simulations, other games and exercises on basic sociological constructs and processes. Included in the volume is "A Primer on Games," R. Fransecky and J. Trojanski.

Livingston, S. A. and C. S. Stoll. Simulation Games: A Manual for the Social Sciences. New York: The Free Press, 1971.

Brief guide to gaming for social science teachers; includes one game.

Messner, Mike "Bubblegum and Surplus Value." The Insurgent Sociologist VI, IV (Summer, 1976): 51-56.

"I see the role of the radical teacher as that of a consciousness changing agent for students. There are many structural and idealogical barriers facing the radical teacher who attempts to convey radical subject matter." Wanting students to be "active participants in the learning process and critical 'subject' in the historical process . . ." Messner developed and here describes a simulation game "which is intended as a taking-off point for teaching Marxist theory."

Miller, Michael J. and Charles W. Thomas. "The Bureaucratization Process and Its Effects: A Simulation", Teaching Sociology 2,1 (October, 1974): 43-56.

"This paper describes a relatively simple technique by means of which many of the propositions of contemporary organizational theory may be examined within the context of a classroom and without the need for any sophisticated equipment whatsoever. More specifically, ORG-SIM focuses on the consequences of organizational growth and structure on the level of alienation from work and expressive relationships that is experienced by workers. Among the several advantages of ORG-SIM we would certainly include its capability to adequately illustrate the types of structural principles that provide a counter to the typically reductionistic orientation of many beginning sociologists".

Neubeck, Kenneth J. "Economic Inequality and Cultural Values: An In-Class Game," Teaching Sociology 4,2 (January, 1977): 167-176.

"Sociology students often find it difficult to grasp the relationship between cultural values and economic inequality. The author has found an in-class game, one that requires students to choose and defend a system of income distribution, helpful in this regard. In playing the game, students articulate and contemplate their own values concerning economic inequality. In postgame discussion the students come to see how certain values arise because of the rules of the game, and how under alternate rules different values may emerge. They are then led to see how this is applicable to the generation of values concerning economic inequality in the larger American society. The author relates his experiences with this game, which he has played in Introductory Sociology, Social Problems, Social Organization, and Social Stratification courses of up to 40 students."

Tamminga, Harriet L. "Moral Education Through Gaming-Simulation in Sociology Courses," Teaching Sociology 4,3 (April, 1977): 251-270.

This paper identifies three aspects of moral education and discusses the role of gaming-simulation in each. Although not a primary objective in teaching sociology, moral education may be involved when gaming-simulation is used as a teaching method in sociology courses. Following a brief review of gaming-simulation, it is argued that the decision to use gaming-simulation represents a concern for educating morally. Next, the use of gaming-simulation to teach moral values is discussed. Finally, it is suggested that gaming-simulation may be used for values analysis and clarification.

Van De Walle, E. and J. Knodel. "Population Dynamics: Teaching Population Dynamics With a Simulation Exercise," Demography, 7 (1970), 433-448.

Waugh, Charles G. "Presentational Poker: An Academic Game for Teaching Nonverbal Communication." Community College Social Science Quarterly V,4 and VI,1 (Summer-Fall, 1975): 8-11+19.

Waugh holds that simulation games can help students see the application of "technical knowledge," and he provides a detailed description of an easy-to-use simulation he developed which stresses paralanguage and kinesics. Article concludes with a short list of annotated citations on the literature on nonverbal communication, and on communications related simulations.

Wieting, Steven G. "Simulated Research Experiences for Use in Teaching Research Methods," Teaching Sociology 3,1 (October, 1975): 33-59.

This report concerns the development and implementations of simulated research experiences for use in teaching research methods to undergraduates. The experiences are intended to complement traditional instructional strategies which use lecture and discussion formats and reading materials. The fit of the simulations with a suggestive theory of education is described. Results from an evaluation of one implementation of the simulations suggest that they provide: (a) increments in research reasoning and problem solving skill, (b) some enhancement of positive attitudes toward the subject matter, and (c) no significant increment in learning of traditional subject matter of research methods.

Wolf, C. P. "SIMCANSOC: Simulated Canadian Society," Simulations and Games 3 (March, 1972), 53-77.

8. MEDIA AND AUDIO-VISUALS

Bronson, Louise, "Sociology Through Slides." Community College Social Science Quarterly V,4 and VI,1 (Summer-Fall, 1975): 103-104.

Brief description of author's preparation and use of 35mm slides in introductory sociology course. Stresses ease of "do-it-yourself" approach.

Francis, Roy G. "The 8mm 'Term Paper': On Helping Sociology Undergraduates to Make Films" Teaching Sociology 2,1, (October, 1974): 57-70.

For theoretical and pragmatic reasons faculty ought to prepare themselves for assisting undergarduates to make movies in lieu of the traditional term paper. The implications of role behavior connect the use of the movie with communicating sociological ideas. Students need encouragement more than training at this stage of the art.

Larsen, Otto N. and William R. Catton. Conceptual Sociology 2nd ed. New York: Harper and Row, Pubs, 1971.

"A self-teaching manual of exercises" which provides students with "a series of specimens of real-life behavior (or imaginery but life-like behavior) in the form of news reports, photographs, excerpts from magazine articles, or books, cartoons and the like. Each of these specimens is meaningful in one way or another to the average participant in the human enterprise and is also meaningful to the cosiological analyst. It provides the student with a basic sociological vocabulary of concepts, by which the specimens can be classified. Familiarity with these concepts should sensitize you to differences and similarities in the specimens which might otherwise go unrecognized or unappreciated." Specimens are selected to illustrate more than 100 basic concepts or principles.

Schlenker, Jon, "An Alternative to the Term Paper in Sociology Classes." Community College Social Science Quarterly 6,3 (Spring, 1976): 24-25.

Very brief description of projects for urban sociology classes by teams of students using audio-visual media. A somewhat different version of this paper also appears in the Summer-Fall, 1975 issue of the same journal.

Smith, Don D. "Teaching Introductory Sociology by Film." Teaching Sociology 1,1 (October, 1973): 48-61.

This article presents "the Construction and the evaluation of a course in which introductory sociology is presented by film". (p. 48) The introductory course was selected for the project "because of its structoral prominence in almost every undergraduate program". (p. 50) In the particular department for which the experimental course was designed, the assigned goals of the introductory class are: "(a) to introduce the discipline of sociology to both sociology and nonsociology majors, (b) to survey the discipline for them, and (c) to sensitize the students to the existence and importance of sociological factors in human behavior". (p. 50) The instructor involved in the course project reported here approached these tasks by employing a comparative social organization stance, comparing the American social structure with that of the Soviet Union. The experimental course "presents the introductory course through films, with lectures used only to supplement the film presentations". (p. 51) Two assumptions underlie the course construction: 1) The student comes from "a highly sophisticated audio-visual generation." 2) The basic lessons of an introductory sociology course can be located in aspects of life all around us and in the analysis of life other than that deliberately intended to convey sociological knowledge. Course evaluation data have been obtained by "after-only" questionnaires (including achievement tests) administered to one class of 200 students taught during the same semester by the same instructor with the traditional lecture method. On most demensions, the group responses were similar. The main point is, however, that the film group did as well as a class taught in the traditional way, "even when that class was evaluating its conventional instruction very highly". (p. 56)

Sociology and Social Research 43 (November-December, 1958).

This issue of SSR includes several papers on instructional uses of television, e.g.,

Hoult, Thomas F. "Teaching Sociology by Radio and Television." pp. 97-101.
Schermerhorn, R.A. "Techniques and instruction in teaching Sociology on Television." pp. 108-112.
Sussman, Marvin B. "Teaching Sociology Via Television: Gains and Losses." pp. 102-107.

Stoll, Clarice S. "Videotape as an Aid in Sociology Instruction", Teaching Sociology 1,1 (October, 1973): 38-47.

This presentation illustrates the range of teaching applications of videotape in sociology classes. Presuming the use of current equipment models, the author explores the potential of videotape for 1) the analysis of everyday behavior, 2) participant observation training, 3) mnemonic for laboratory courses, 4) teacher self-appraisal, and 5) non-course-related work in sociology.

Videosociology (1972-1974)

Journal no longer in existence, which published five issues during the dates indicated. During the period of publication, the editor was Alexander Blumensteil, then of the Department of Sociology, Boston University (he is now a private consultant). Examples of articles: "Introduction to Videotape Recording," and "Videosociology and Small Groups Analysis."

9. FIELD EXPERIENCE AS A TEACHING/LEARNING APPROACH*

Apostle, Chris N. and Associates. Getting Through College Using Sociological Concepts. Castleton-on-Hudson, N.Y.: The Knowledgeable Press, 1966.

Apostle, Chris N. "An Approach to Teaching Introductory Sociology." American Sociologist 3,1 (February, 1968): 31-33.

See abstract under Apostle, Chris N. in Section 1, "Teaching Introductory Sociology" in this bibliography.

Bahr, H. M. and B. A. Chadwick. "Some Comments by Fellow Travelers: One View of CLASP from the Professional Peer Group," Teaching Sociology 3,2 (January, 1976): 131-137.

An evaluation of the CLASP Program presented by W. W. Craig, et al. in the same issue of Teaching Sociology. See entry in this section, Craig, W. W. "The major goals of the CLASP program do not differ substantially from those of many teachers who use more traditional classroom methods, but its methods are different. They include a wilderness camping experience, design and activation of a 'learning contract,' a field experience, report to the CLASP community, and self-evaluation. The authors are impressed by the degree of commitment and enthusiasm apparent in most CLASP faculty members and students. However, as presently structured the program seems to incorporate some unnecessary weaknesses, including (1) a fairly explicit and general condemnation of the inefficiency and irrelevancy of 'traditional' university education, (2) an ideology somewhat divisive to departmental unity, spawned by the 'true believer' tendencies which accompany intense commitment to a 'superior program,' (3) an implicitly negative view of cities as contrasted with the romantic 'purity' of the wilderness which facilitates introspection and self-knowledge, (4) an overconfidence in nondirective education which 'simply lets the rest emerge' and places too much faith in the efficacy of good intentions, (5) very high cost per student hour, and (6) an overriding concern with the unfolding of the self to the detriment of communicating competencies in well-defined sociological skills."

Cassano, Stephen T. "Experiential Learning: The Use of Student Volunteers." Community College Social Science Quarterly 5,2 (Winter, 1975); 31-32.

Brief article describing Cassano's views about the benefits to students of volunteer work chiefly in social agencies and the wide availability of opportunities for such work.

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* Not included in this section are papers dealing with "experiential learning" in simulation, gaming, and role-playing situations (see Section #7) or descriptions of dramaturgically-based learning techniques (see for example articles in Section #5 by P.W. Conover and F. Samuels. See also in Section #5, the article by Miller and Miller).

Craig, W. W., J. F. Seggar, B. A. Spencer and J.S. Staley. "Creative Learning Through the Application of Sociological Principles: CLASP." *Teaching Sociology* 3,2 (January, 1976): 107-130.

"CLASP is an integrated sociological learning effort in which 30 students take all their work in one semester from a team of sociology professors. This approach provides the freedom for experimentation by students and faculty in developing new relationships and structures within a 'learning community.' Included are simulation games, a two-week intensive human relations lab, field experiences, individualized projects and final evaluations which examine academic content, as well as personality and social-psychological growth. Heavy emphasis is placed upon experimental learning and acquisition of skills used by applied sociologists. Content varies according to individual choices." For a critical review of CLASP by other faculty members from the same department, see H.M. Bahr and B.A. Chadwick (1976) in this section.

Donahue, Mary and James L. Spates. *Action Research Handbook for "Social Change in Urban America*."

"This handbook is designed to accompany *Social Change in Urban America* (by Max Birnbaum and John Mogey) but it may also be used independently. It introduces the reader to the study of community on a personal basis. Believing that personal experiences dramatize and often amplify conventionally obtained knowledge, we suggest a variety of activities and exercises involving personal contact with actual community processes." (p. xi) The volume offers a series of "concept clarification projects" and "field projects" as well as narrative discussion of concepts and bibliographic aids for "the community, inner city and the bureaucracy," "education," "police," and "public welfare." Additional sections treat the organization of a field project, field experience as a procedure, the use of sociological methodology in field projects, and field experience in a rural environment.

Friedland, William H. "The Use of Field Study in Undergraduate Education," Presented at the 68th Annual Meeting of the American Sociological Association, 1973.

This paper describes an academic program at the University of California, Santa Cruz. The curriculum of a new department has been built around field study. Requirements include: A preparatory period where appropriate courses in planned field study are taken, six months of full time field study, consolidation of the experience through more courses, and a senior thesis are included.

Gelfand, D. E. "Sociological Education and Sociological Practice." Teaching Sociology 3,2 (January, 1976): 148-159.

"The development of a 'practice' orientation is receiving increasing support among sociologists. As the demand for sociological employment outside the university increases, traditional sociological training must be reevaluated. The following article discusses two such efforts: (1) a graduate program in Community Sociology designed to train sociologists for nonacademic careers; and (2) a projected program of 'continuing education' for sociologists already at work in the field. The philosophies, components and interrelationships of these two efforts are detailed."

Jacobs, Ruth. "Field Work in an Introductory Family Course," Improving College and University Teaching XXIII, 1 (Winter, 1975): 36-38, 40.

Assuming that "the sociologist's challenge is to offer a course with a solid sociological approach but within the interests and abilities of the students" (p. 36), the author reports on an instructional strategy in family sociology to move students from personal concerns and ethnocentrism to broader understandings about families. The instructional operation took place in a course at Northeastern University, and only a third of the students were social science majors. Students were involved in research in an enthusiastic way, and research interests focused on such varied topics as family rituals, ethnic patterns, troubled families, and social class dynamics in childrearing. Although there was a tendency to research exotic or pathological families, the field materials were balanced by presenting modal patterns from the literature.

Morrison, Denton E. "Some Evidence for the Influences of Laboratory and Field Experiences on Student Attitudes Toward Research Methods," Rural Sociology 34,1 (March, 1969): 67-74.

This article describes an experimental program of laboratory and field experiences for a beginning course in sociological research methods. The course was taught as an integrated two-term (1966-67) sequence, and it was evaluated against a "control" group during the first term. The results of the questionnaire evaluation procedure indicated "some tentative support for the conclusion that the laboratory-field experience approach to research methods promises significant gains in student attitudes toward research methods over the lecture-only system." (p. 72) Also, the instructor was impressed "that the students in the course, particularly those who also took the second term, learned more and learned it more thoroughly and eagerly as a result of their concrete laboratory experiences than other students I have taught solely by lecture." (pp. 72, 74)

Rippetoe, Joseph K. "The Undergraduate Education in Sociology: The Case for Experiential Learning," Teaching Sociology 4,3 (April, 1977): 239-250.

"Sociologists currently are expressing serious concern over the availability of employment opportunities for bachelors of sociology. This issue of jobs for sociologists has received a very narrow conceptualization, with little focus on what kind of work opportunities might be available, which of this work is related to any sociological perspective and/or definable body of sociological skills, or how undergraduate programs in sociology might help students develop the skills necessary for work related to their formal educations. The failure to confront these three issues generally has resulted from an outdated world view of the linkages between school, work, and the future. An alternative conceptual framework is proposed, and three substantive suggestions for sociology departments are offered: (1) Departments of sociology should critically rethink and redefine the objectives of an undergraduate education in sociology, and identify a body of skills which a sociology major ought to possess. Undergraduate courses which can provide a framework for the development of these skills then should be instituted and/or expanded. (2) Departments of sociology also should develop supervised fieldwork experiments which place undergraduate students in emerging community organizations or other nontraditional working situations. (3) Sociologists as individuals should give their full support and encouragement to graduating students who select career options other than graduate or professional school. The implementation of these three propositions should be of significant assistance in establishing a productive relationship between the undergraduate education in sociology and the creative and challenging work of both the present and the future."

Ross, H. Laurence. "The Teaching of Sociology in the Metropolitan College," American Sociologist 1,3 (May, 1966): 143-144.

Before proceeding to discuss teaching techniques, Ross briefly states his preconceptions concerning the role of sociology in a liberal arts education: "I will dare to condense the goals inherent in this /liberal arts/ tradition to the concept of reflective choice...a principal bar to the attainment of the rationality of ends and means envisaged in the liberal arts tradition is the easy availability of cultural prescriptions for action." (p. 143) The author believes that a sociological education can increase individual freedom by sensitizing the student to social constraints and by suggesting alternatives for action: "In my opinion, this potential for individual freedom and rational action is the core of sociology's contribution to the liberal education." (p. 143) It is claimed that this contribution can be made most directly by exposing students to contrasting cultures, and that instructors in metropolitan colleges have at hand a substitute for total societal cultures in providing this exposure. This paper suggests some ways in which entry into varied metropolitan subcultures can be effected as part of the academic experience: 1) Make use of interviewing in communities of various class and ethnic compositions. 2) Direct students to observe such groups in institutional settings which are open to the public, e.g. churches, social work and other caretaker organizations. However, "the benefit of these experiences to the students will vary as the quality of guidance and supervision that we can offer them as teachers." (p. 144)

Wiseman, Jacqueline P. and Marcia S. Aron. Field Projects for Sociology Students. Cambridge, Mass.: Schenkman Pub. Co., Inc., 1970.

This manual is designed to give students introductory experience with a variety of research methods including observation, participant observation and ethnography. Eleven, ten and sixteen page sections deal with these three methods respectively. Other approaches explored include: depth interviews, case studies, community study, content analysis, sociograms, panel analysis, and multivariate analysis for explantory surveys.

Palley, M. L. "Community Participation as a Teaching Resource," Teaching Political Science 2 (January, 1975): 201-211.

Van Pelt, W. Austin and Judith B. Chapman. "Student-Community Interaction in a Sociology Course," Improving College and University Teaching XVII,2 (Spring, 1969): 115.

Working in a new junior college in an urban renewal area of Denver, the two authors decided to include in the introductory sociology courses materials emphasizing social awareness "rather than sociological disciplinary intricacies." For example, they utilized student interaction with community agencies. These contacts offered "a valuable resource for interpreting sociological theory in a frame of reference quite relevant to the student."

10. STUDENT EVALUATION OF TEACHING

Baker, Paul J. and Patricia J. Behrens, "Alternatives to Mass Instruction in Sociology" American Sociologist 6,4 (November, 1971): 311-317.

(See Innovative Approaches)

Borgatta, Edgar F. and George W. Bohrnstedt. "Some Outrageous Consequences of Valid Teacher Ratings," Social Science 51,2 (Spring, 1976): 69-75.

"Review of the current status of Coll & U teacher ratings, though increasingly important in faculty dossier folders, indicates that valid criterion studies are virtually nonexistent. The requirements for such studies suggest that variations of teacher impact should be expected to be small, except for situations of simple neglect & direct incompetence. Criteria for defining 'good teaching' are discussed, as particularly relevant to: (1) the teacher, (2) the task, & (3) the student. Much of the debate centers on 'teaching' vs 'learning' & relevant responsibility for the active process. The task can be field-irrelevantly innovative or syllabus-standardized across teachers. "Good teaching" as defined by students, may subjectively relate to ease of judgement criteria for performance, difficulty of the subject, psychological variables of the moment, & achieved grade for the course. Particularly outrageous criteria of judgement for 'good teaching' would focus on 2 points: (A) that a 'good' teacher is a published' teacher & (B) that subject matter choice & approach be sacrificed to a collective wisdom of 'good' professors. The only objective means of evaluating 'good teaching' would be through use of a tightly controlled experimental design."

Crittenden, K.S., J.L. Noor, and R.K. LeBailly. "Size of university classes and student evaluations of teaching." J. of Higher Education 46,4 (July/August, 1975): 461-470.

"For 981 undergraduate classes at one university , mean student ratings of instruction decrease with increasing class size. This relationship remains strong when other variables known or believed to influence ratings are held constant." Five demensions of teaching performance and one overall rating of student learning as evaluated by students from the dependent variables. Correlation and regression analysis are employed. This study should be compared to Wood et al. (1974), listed in this bibliography.

Cutler, Stephen J. "Current and Retrospective Student Evaluations of a Computer-Based Research Curriculum in an Introductory Sociology Course." Proceedings of Fourth Conference on Computers in the Undergraduate Curriculum. Claremont, CA.: Claremont College, 1973: 236-238.

Farley, Jennie. "First-Year Students Size Up Sociology," American Sociologist 5,4 (November, 1970): 363-364.

This paper deals with a study of student reactions to three introductory sociology courses at one Ivy League college. The focus of the paper is limited to the impact of the discussions and the assigned readings on the evaluative processes. Data were collected, in part, through the questionnaire technique; responses were anonymous and numbered 765. In addition, participant-observer evaluations were utilized. The data cited in the paper suggest the importance of the graduate discussion leader in student appraisals since ratings of lecturers varied by discussion sections. The patterning of student preferences for the readings seemingly reflects that the students did not like scientific and technical readings. Moreover, it can be inferred from the distribution of the student ratings by professor that professors who consciously try to recruit students into sociology generate a more favorable response to their lectures than do those who do not state this goal.

Ferber, Marianne Abeles and Joan Althaus Huber. "Sex of Student and Instructor: A Study of Student Bias:, American Journal of Sociology 80,4 (January, 1975): 949-963.

In the context of a sociology of sex stratification, the quthors discuss their study of student preferences for male and female teachers. With 1,291 college students enrolled in economics and sociology classes at the University of Illinois as respondents in a questionnaire survey, the two researchers explored the possibility that women sabotage themselves by a collective antiwoman bias, as alleged in Goldberg's widely reprinted study. When the students were asked to rate their former college teachers, the most favorable evaluation was that of female teachers by female students and by male students. The least favorable was that of female teachers by male students. Preference for former male teachers was most evident in large lecture classes. Also the students were asked to respond to two opinions concerning social policy, attributed to a male and a female scholar, respectively, in one half of the questionnaires and to a female and a male scholar, respectively, in the other half. Male students were slightly more likely than the female students to agree with an opinion attributed to a scholar of the same sex. The authors conclude that their findings are more encouraging than Goldberg's and they suggest why the findings of the two studies differ.

French, Lawrence. "Student Evaluations of Sociology Professors." Improving College and University Teaching 24,2 (Spring, 1976): 108+110.

"The study reported here represents the empirical testing of an . . . objectively designed approach to student evaluation of sociology professors. It combines the concept of student sub-cultural perception with the research method of matched-pair conparisions. The research was undertaken at a moderately sized New England university which has both an undergraduate and graduate program." The two subcultures were those of graduating seniors and graduate students. The research shows that the two groups had "rather consistent perceptions in relaticn to the teaching abilities of sociology professors represented as stimuli." Only four of the twelve progessors were ranked highly by both sets of students."

Jiobu, Robert M. and Carol A. Pollis. "Student Evaluations of Courses and Instructors", American Sociologist 6,4 (November,1971): 317-321.

Recognizing the questionable validity of student performance on examinations to judge teaching, the authors offer an alternate criterion to decide teaching effectiveness. The criterion is student opinion about courses and instructors. The present paper is a report of a study to examine how selected variables affect students' perceptions of courses and instructors. Data were collected from course evaluations undertaken during the fall of 1969 at the University of Wisconsin--Green Bay. The survey was anonymous, and the thirty-item evaluation instrument was administered to sixty-seven courses two to three weeks before the final examinations, Instructor concerns were the most important determinants of both student-perceived learning and overall course evaluation. The researchers view as encouraging, the discovery that most student background characteristics did not affect student evaluations. However, there is the conclusion that the findings on the factors that affected evaluations together with the lack of support for several common assertions in education suggest more theoretical and operational specifications.

Linsky, Arnold S. and Murray A. Straus. "Student Evaluations of Teaching: A Comparison of Sociology with Other Disciplines". Teaching Sociology 1,1 (October, 1973): 103-118.

This research report suggests that while students might find the field of sociology attractive, they do not highly evaluate its style of promulgation in the classroom. This study involves a convenience cample of faculties of sixteen universities and is limited to comparisons by discipline based on student evaluations of teaching performance, as extracted from course critique books. Sociologist were rated below average as teachers, on the basis of comparative standing among different academic disciplines. Several alternative explanations for this finding are examined in the report: 1) Large class sizes characteristic of sociology courses could be a factor underlying low ratings of sociology faculty. 2) The indefiniteness of sociological content may account for student dissatisfaction.

3) Perhaps student expectations for sociology as a vehicle for changing society rather than analyzing the world produce unmet expectations. 4) Sociology teachers may get low ratings because sociology is not viewed by students as vocationally relevant. 5) There may be highly selective factors in student recruitment into sociology so that there is a disproportionate number of alienated students whose allienation extends to the learning experience itself. Some support was found for each explanation but none appeared fully adequate, based on the limited data available in this research project. The authors view that in future research the low ratings could be viewed as an outgrowth of the normative conflict aspect of sociology teaching; thus the concluding discussion utilizes Parsons' pattern variables for examining the nature of the teacher-student relationship that could affect student evaluations of faculty.

Linsky, Arnold S. and Murray A. Straus. "Student Evaluations, Research Productivity and Eminence of College Faculty." Journal of Higher Education 46 (1975): 89-102.

McGee, Reece "Does Teaching Make Any Difference: A Perplexed Essay!" Teaching Sociology 1,2 (April, 1974): 210-223.

It is very difficult to establish relations between teacher performance and student learning. These findings are accepted as facts and a new model for understanding what goes on in the classroom is proposed which assumes that, in general, teaching format is irrelevant to learning. The teacher makes the difference, student evaluation is useful in choosing good teachers.

Santee, Richard T. and T. L. VanDerPol. "Actor's Status and Conformity to Norms: A Study of Students' Evaluations of Instructors." The Sociological Quarterly 17 (Summer, 1976): 378-388.

"The relationship between behavior and interpersonal evaluation is examined from the perspective of role theory." Students in 50 university classes (half of them in the social sciences) indicated what for them was the "typical university instructor" (the norm), by filling out a 55 item instrument, or were asked to describe their current teacher on the same instrument. An index indicating the degree to which teachers conform to students expectations was correlated with the students evaluation of the teacher (status). The conformity-status correlation was $r = .64$ ($p < .001$) but higher for stronger norms and "only for instructors with moderate rather than relatively high reputation."

Schwab, Mary R. "Interpersonal Compatibility and Student-Faculty Evaluations: The Effects of Need Complementarity." Sociological Focus 9,4 (October, 1976): 389-398.

"...investigated the hypothesis that complementarity of student-teacher needs for control and affection would be related to positive evaluations of teachers." Eight graduate teaching assistants and their 265 students in Introductory Sociology at the University of Cincinnati completed the FIRO-B scales and a student evaluation of teaching form was later administered. "The hypothesized relation for affection needs was not obtained...complementarity of control needs was significantly related to positive teacher evaluations."

Stallings, William M. and Sushila Stinghal, "Some Observations on the Relationships between Research Productivity and Student Evaluations of Courses and Teaching" The American Sociologist 5,2, (May, 1970): 141-143.

It is the purpose of this study to investigate further the relationships between teaching effectiveness and research productivity (as defined by numbers and types of publications).

Taves, Marvin J. and Lowry Nelson. "An Appraisal by Students of Rural Sociology Teaching", Rural Sociology 24,3 (September, 1959): 265-267.

This presentation focuses on students' evaluation of instruction in rural sociology. The discussion is based on questionnaire data obtained from a sample of 200 undergraduates enrolled in rural sociology classes in public and private colleges and universities across the nation. Questionnaire items related to reasons for taking rural sociology, how the course was conducted, suggestions for making the course more interesting and meaningful, and course ratings. Most of the student respondents rated texts and instructors as average or better. Evaluation of course material was not as favorable. Students suggested: 1) less time for lecture and more for discussion; 2) more time for field trips, visual aids, and panel discussion, 3) more weight in grading to participation in class discussion, attitude, progress in course, and laboratory-type exercises, 4) more of the objective type exams and 5) less emphasis on "figures" and "mere facts".

Wood, Kenneth, A.S. Linsky and M.A. Straus "Class Size and Student Evaluations of Faculty." Journal of Higher Education 45,7 (October, 1974): 524-534.

"This investigation. . .is based on data for over 4,000 college and university classes on 16 campuses across the country" (a sample of convenience of schools with published evaluation forms). "The data reveal a surprising but definite circulinear relationship between class size and teacher ratings." Teachers of classes with between 60 and 290 students obtain lower than average ratings. This pattern "persists when the relationship is controlled for the teachers' experience." The sample and overall study reported here is the same as that in Linsky and Straus "Student Evaluation of Teaching: A Comparison of Sociology with Other Disciplines." TEACHING SOCIOLOGY 1,1 (October, 1973): 103-118. The Wood et al. (1974) study should be compared to Crittenden, et al (1975) which explores the same problem, uses a different type of sample and methodology and reaches different conclusions.

11. ASSESSMENT OF STUDENT LEARNING *

Bassis, M. S. and J. P. Allen "TIPS: Individualization and Economy for Mass Instruction." Teaching Sociology 3, 2 (January, 1976): 185-190.

"TIPS is a recently developed teaching tool designed to individualize instruction in large classes with great efficiency. This paper describes the capacities of TIPS and, presents a summary of research findings which attest to its success in introductory economics classes. TIPS will be initially employed and evaluated in sociology in fall 1975."

Bozeman, Barry "Evaluation Research and College Teaching." Teaching Political Science 3,2 (January, 1976): 179-195.

A useful overview of experimental, quasi-experimental and non-experimental evaluation designs as they relate to the evaluation of college teaching. Considered in this review are issuesof internal and external validity, the centrality and difficulty of specification of teaching/instructional goals and dimensions of the utilization of evaluation.

Logan, C. J. "Do Sociologists Teach Students to Think More Critically?" Teaching Sociology 4, 1 (October, 1976): 29-48.

"The widespread claim that sociology teaches students how to think more critically and scientifically about social issues was tested against the performances of students at all levels, freshmen through graduate students, at a leading American department of sociology. The results of a test constructed for this purpose indicated that, ingeneral, neither the inclination nor the ability to engage in this type of thinking increased with the amount of sociological training among these students. That it is possible, however, to teach students how to think more critically, logically, and scientifically, and to measure it with this test, was suggested by the superior performance of students known to have taken course work having that task as an explicit goal. This suggests that sociologists' claims to teach critical thinking about social issues may often be more a matter of lip service than a genuinely attempted objective.

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* Readers are referred to the preceding section (#10), "Student Evaluation of Teaching;" citations appearing in that section are not repeated here. Further, this section does not list a large number of articles found in other sections--articles which include some assessment of student learning as a result of teacher use of a particular instructional format, device or method. Users of this section are referred particularly to sections 1 through 5.

Michaels, James W. "A Simple View of the Grading Issue." Teaching Sociology 3,2 (January, 1976): 198-203.

"In this admittedly simple view of the grading issue the effectiveness of several alternative grading procedures in serving two major functions of schools is considered. It is argued that grading on the curve is not appropriate for the selecting and sorting function of schools, grading by percent mastery of course material is more appropriate for the maximizing learning function, and blanket 'grading' is appropriate for neither of these functions. In addition, feasible explanations are tentatively offered for why grading on the curve does not effectively strengthen the performance of some students, for the modest correlation between grades in school and subsequent success in the occupational world, and for the widespread grade inflation we are currently experiencing. It is concluded that the solution to our grading problems is not to do away with grades, but to do a better job of grading."

Oksanen, E. H. and B. G. Spencer "On the Determinants of Student Performance in Introductory Courses in the Social Sciences." American Sociologist 10,2 (May, 1975): 103-109.

The authors find that several background factors (high school performance, verbal aptitude scores) available to a college in the admissions phase are significantly associated with performance on a senior matriculation exam for 4,098 students at McMaster University in 1968 to 1971. Multiple regression analysis was employed.

Pincus, F. L. "A Better than Average Grading System." Insurgent Sociologist VI, IV (Summer, 1976): 65-66.

Arguing that "traditional grading practices in the United States favor students from more privileged families," Pincus developed a system "ideally suited for non-seminar social science courses" which has some aspects of contract grading. Students know what is required and can opt to try for a C, B, or A, "have two tries at most assignments and know where they stand. The final is less anxiety producing since only students who already have a B can take it."

Silvers, Ronald J. "Letting Go in the Classroom", Sociological Inquiry 43, 2 (1973) 169-178.

This paper is an analysis of the problems of generating student interest in the "normal" or teacher-centered type of course and a report on: 1) the author's efforts to create a student-centered class structure; 2) student reactions to the innovative efforts; and 3) the difficulties encountered. Experiences are described primarily in terms of a collective behavior course. It is argued that in the teacher-centered enviornment - even when the class is small and run as a discussion group - there develops an audience - performer sturcture in which the student shifts between apathy on the one hand and crude instrumentalism on the other. A procedure constituted by three stages is proposed for transforming the traditional structure to a student--centered structure: 1) "getting students into themselves"; 2) "getting students into the group;" 3) "getting students into the community." The third stage is the most problematic.

Stasz, C. "Contract Menu Grading." Teaching Sociology 4, 1 (October, 1976): 49-66.

"Grading systems have been criticized in research studies for the unreliability of grading procedures, their effects upon students, and their dubious external validity as indicators of future performance. These studies and criticisms are all based upon grading systems that involve individually competitive performance on a few narrowly defined tasks, where the tasks are evaluated by ill-defined or arbitrary ('curving') standards. In view of these criticisms, a variation on the contract system was devised, a 'menu' from which the students select the types of assignments they wish toattempt. The system allows one to stratify requirements in accord with varying skill or experience levels of the students. It better allows the faculty member to focus upon the evaluative aspects of grading, rather then the grade itself."

Taves, Marvin J. and Lowry Nelson. "An Appraisal by Students of Rural Sociology Teaching", Rural Sociology 24, 3 (September, 1959): 265-267.

This presentation focuses on students' evaluation of instruction in rural sociology. The discussion is based on questionnaire data obtained from a sample of 200 undergraduates enrolled in rural sociology classes in public and private colleges and universities across the nation. Questionnaire items related to reasons for taking rural sociology, how the course was conducted, suggestions fro making the course more interesting and meaningful, and course ratings. Most of the student respon dents rated texts and instructors as average or better. Evaluation of course material was not as favorable. Students suggested: 1) less time for lecture and more for discussion; 2) more time for field trips, visual aids, and panel discussion, 3) more weight in grading to participation in class discussion, attitude, progress in course, and laboratory-type exercises, 4) more of the objective type exams and 5) less emphasis on "figures" and "mere facts".

12. TEACHING SOCIOLOGY IN PROFESSIONAL SCHOOLS AND OTHER ATYPICAL SETTINGS

Journal of Health and Social Behavior 1 (1960)

Contains five articles on teaching of social science in medical settings.

Maesen, William A. "Teaching Introductory Sociology Within a Reformatory: Some Notes." *Journal of Correctional Education* 21,4 (Fall, 1969): 10-13.

"This article reports on a course for credit within a state manimum-security reformatory. The teaching format and environment and student reactions are described and recommendations are offered. Comparisons are drawn between reformatory and nonreformatory sections of the course. Social Conflict theory is encouraged as a pedagogical tool in the reformatory setting."

Schulman, Michael D. and William L. Canak, "Pedagogy in Prisons: The Structure and Practice of Teaching Sociology in a Total Institution," *Wisconsin Sociologist* 5,4 (Winter, 1976): 30-39.

Freshmen-level courses on minority groups and American institutions were faught in Wisconsin prisons by graduate students from the University of Wisconsin-Madison. The article describes problems in setting up the courses, course goals, special structural problems of teaching within a total institution, and the one of the teacher's experiences and recommendations.

Schulman, Michael D. "Teaching Sociology in Prison: A Personal Note." *The Insurgent Sociologist* 5,4 (Summer, 1975): 86-88.

Author describes introductory-level courses taught by University of Wisconsin graduate students in a maximum and a medium security prison. The development of student-inmate trust in teachers, administrative problems, inmate-guard friction deriving from the offering of the course and functions of the course for the inmate-students are discussed.

Sorenson, R.C. "The Analytical Problem Technique for Teaching Sociology in Law School." *American Sociological Review* 17 (1952): 229-232.

Zeleny, Leslie D. "The Place of Sociology in Teacher Education." *Sociology and Social Research* 31,5 (May-June, 1947): 382-388.

An essay arguing that four specific areas of sociology should be taught to future teachers.

13. SOCIOLOGY AND GENERAL EDUCATION

Berger, Peter L. Invitation to Sociology: A Humanistic Perspective. Garden City N.Y.: Doubleday Anchor, 1963.

In adddition to the overall orientation of this volumes indicated in the title, a chapter explicitly on "sociology as a humanistic discipline" is included.

Bressler, Marvin. "Sociology and Collegiate General Education." in Paul F. Lazarsfeld, et al., eds. The Uses of Sociology. New York: Basic Books 1967 pp. 45-62.

The major topics dealt with in this essay are: (1) social functions of education, (2) macrocosmic effects of general education, (3) college and the student, and (4) the effects of sociology on the student. In the last (and longest) section, Bressler describes the problems of separating out distinctive effects of sociological content and teaching in an effort to establish if there is a special role of sociology. He notes that "...there is no satisfactory empirical evidence, nor even much published speculation, indicating that sociology actually does have any more influence on educational outcomes than any other component of the curriculum..." and that "It is odd that in a craft that holds that ideas have consequences so few are interested in what ways and to what extent ours are consequential." (pp. 54-55, 62)

Clinard, Marshall B. "The Sociologist's Quest for Respectability." Sociological Quarterly 7, 4 (Autumn, 1966): 399-412.

The author asserts that "the achievement of respectability by sociologists has taken a long time, and the en is not yet in sight." (p.400) Despite advances, "many sociolgists feel their inherent qualities as scientist and teachers are not being sufficiently respected, esteened, or considered as authoritative as are those in other disciplines. Consequently at the personal level, sociologists often place undue emphasis on status symbols which are current in the academic community. Such symbols becomes the means of achieving scientific respectability. In their quest for status, probably too many sociologists still rely on flamboyant language, the clever wording of a concept, exhibitionism in ideas, quantitativeness in publication, the 'research' lable, quantitative methodology, grantmanship, being a theoretician in the grand manner of being a professional politican rather than the more tedious role of real scholarship." (p. 401) The authour suggests, however, that "if sociology is to achieve full respectability in the academic and the larger world, sociologists need (1) more first-hand acquaintance with the real world, (2) the raising of more significant questions and significant research problems about the social world around them, (3) a clearer recognition of the cultural variability of human behavior and its importance for scientific generalizations, and (4) wider recognition of the necessity to test more of their research findings by application to the social control of the world around them." (p. 404)

Cuzzort, Ray P. Humanity and Modern Sociological Thought. New York: Holt, Rinehart and Winston, 1969.

See especially Chapter 16, "The Uses of Sociological Thought: A Summary."

Hughes, Everett Cherrington. "Teaching as Fieldwork." American Sociologist 5, 1 (February, 1970): 13-18.

This paper was the author's presidential address at the 1969 meeting of the Eastern Sociological Society. It contains personal recollections of Hughes' teaching experiences. Going directly from graduate school at Chicago to Montreal to teach sociology at McGill, he learned early "that slight differences may be more important than gross ones." (p. 14) Thus from the first moment teaching became for him field observation. Moreover, to the students in search of emancipation the sociology teacher was one who could listen to their stories as one who would consider their particular case in some broader perspective. Returning to the United States, Hughes still found some students in search of emancipation. Thus Hughes has arrived at the comviction that a great part of the sociological enterprise is emancipation "through expansion of one's world by penetration into and comparison into the world of other people and other cultures." (p. 16) To emphasize that teaching is fieldwork, Hughes concerns himself with the reciprocal learning going on between teacher and student. In the conclusion of the article he espouses "the ideal of making the teaching of sociology a continuing joint field project of student and teacher." (p. 17)

Johnson, E.S. "The Place of Sociology in General Education, " Social Forces 19 (1941): 41-44.

Kurtz, Richard. "The Public Use of Sociological Concepts: Culture and Social Class." American Sociologist 1, 4 (August, 1966): 187-189.

Mills, C. Wright. The Sociological Imagination. New York: Grove Press, Inc., 1961 (1959).

In Chapter 1. "The Promise," Mills explores the cultural contribution of sociology and social science to a world view. It is here that his concept of "the sociological imagination," and its liberating potential finds its fullest statement.

Page, Charles H. "Sociology as a Teaching Enterprise." in Robert K. Merton, et al., eds. Sociology Today: Problems and Prospects. New York: Basic Books, Inc. 1959.

"This discussion is a consideration of issures which I believe to be of strategic relevance to the teaching enterprise of sociology, neglecting altogether the important subject of instructional tactics. Here, the principal concern is with certain characteristics of sociology itself, as they affect the status of sociology in colleges and complicate the problems of its teaching representatives.

Page, Charles H., ed. Sociology and Contemporary Education. New York: Random House, 1964.

Podell, Lawrence. "Sociology: Science or Belief? The Status of This Discipline in Colleges and Universities Today." Journal of Higher Education 38,2 (February, 1966): 80-87.

The writer observes that when sociology was initially introduced into the American college and university programs, the teaching staff was drawn from a variety of occupations. Today sociology teachers are drawn mainly from outstanding graduate departments, where the notion of sociology as a science prevails. Yet general education objectives are pursued at the college level. Thus "the young sociologist who holds a doctorate is trained in the tools of his trade by the gradute school and is probably scientifically oriented but, if his appointment is at an undergraduate instituion, he finds the course material to be taught quite different from that which he has learned." (p. 83) While the author concedes that changes have occurred in the sociology subject-matter taught in American colleges, he claims that "if anything, the concepts are even more vague than they used to be." (p. 83) Thus he predicts that "sociology is in no danger of absorption, in part because, at the undergraduate level, its neighbors recognize its obvious distinctiveness in content and language." (p. 85) That sociology is utilized in practical matters and is taught to undergraduates as a matter of belief, not science, is, according to the author, probably similar to the situation among neighboring social and behavioral sciences, and perhaps even to that of the physical sciences.

Ross, H. Laurence. "The Teaching of Sociology in the Metropolitan College". American Sociologist 1, 3 (May, 1966): 143-144.

Before proceeding to discuss teaching techniques, Ross briefly states his preconceptions concerning the role of sociology in a liberal arts education: "I will dare to condense the goals inherent in this (liberal arts) tradition to the concept of reflective choice...a principal bar to the attainment of the tradition is the easy availability of cultural prescriptions for action." (p. 143) The author believes that a sociological education can increase individual freedom by sensitizing the student to social constraints and by suggesting alternatives for action: "In my opinion, this potential for individual freedon and rational action is the core of sociology's contribution to the liberal education." (p. 143)

It is claimed that this contribution can be made most directly by exposing students to contrasting cultures, and that instructors in metropolical colleges have at hand a substitute for total societal cultures in providing this exposure. This paper suggests some ways in which entry into varied metropolitan subcultures can be effected as part of the academic experience: (1) make use of interviewing in communities of various class and ethnic compositions; (2) direct students to observe such groupsin institutional settings which are open to be publice, e.g. churches, social work and other caretaker organizations. However, "the benefit of these experiences to the students will vary as the quality of guidance and supervision that we can offer them as teachers." (p. 144)

Shepperd, Jerry. "Sociology andthe Purpose of Liberal Education." Improving College and Unversity Teaching. XIX, 1 (Winter, 1971): 5-6.

The author observes that "the trend now seems to be towards a more integrated program of general education, the study of the 'great thoughts' of the world providing the background and basis for the study of current sociology." (p. 5) However, he warns that the "interconnectedness of knowledge" should not be left to chance and that the concept of personality development within the social environment has been inadequate; e.g. much of the content or "subject" courses which are included in the general education programs reflects predispositions toward the humanities. However, "the process of general education, then, must provide the student with 'an awareness of tradition', a confrontation 'with the persistent issues of morals and politics', and 'an understanding of the interconnectedness of knowledge', but must also provide him with and adequate grasp of the processes and dynamics of social change." (p. 6) Thus "while it is obvious that sociology is no panacea for all the ills of general education, it can provide some insights into the workings of society by giving students a different method of social analysis." The author describes the sociological exploration as a rigorous or scientific approach to social reality.

14. UNDERGRADUATE SOCIOLOGY CURRICUL

Bates, Alan P. "Undergraduate Sociology: A Problem for the Profession," Sociological Quarterly 6,1 (Winter, 1965): 21-36.

This article presents an analysis of selected aspects of instruction in sociology. Data were obtained through a questionnaire survey of 437 students who had completed three or more sociology courses and who inhabited "a wide variety of academic settings" in the nine-state area constituting the Midwest Sociological Society region. The average/student among the respondents "looked something like this:" He/She could not name the national sociological organization, nor its president, nor its principal journal. He/She could not name the regional organization of sociologists in that part of the country, nor its journal. Asked to identify five subfields of sociological interest, he/she came up most frequently with crime and delinquency, social work, and anthropology. Psychology and anthropology were perceived as the disciplines most similar to sociology, and sociology was classed more frequently with humanistic studies than with the natural sciences. It was viewed as a liberal field in its values or value labels did not seem applicable to sociology. The respondent had little notion of prestige rankings among departments of sociology, and he/she believed that outside of teaching the most common employment of sociologists is as social workers, even though there was not high respondent enthusiasm about job possibilities for sociologists. The student could not identify many sociologists, American or foreign, and he/she did not know who coined the word "sociology." Moreover, the respondent had seemingly read little written by the scholars who were identified. He/She could not name a case of practical application of sociological theory or research. However the student either planned a career in sociology or had seriously considered such a step. The writer claims that the temptation is to view this poor performance "as an inevitable cost of the service function undergraduate sociology performs for other people's majors." Then Bates goes on to ask, "But is our general education function incompatible with the objectiveof communicating a clear picture of our discipline?" (p. 34) He argues that if for no other reason than we are in contact with so many students at the undergraduate level, an examination of teaching effectiveness at this point is important. "By and large we have not really come to grips with the problems of undergraduate instruction in our field." (p. 36).

Bates, Alan P. and Sue Titus Reid, "The Sociology Major in Accredited Colleges and Universities," American Sociologist 6,3 (August, 1971): 243-249.

The authors propose that attempts to improve pedagogy in undergraduate sociology ought to take into account as realistic a picture as possible of the situation. Partly in tabular form, information is presented on course requirements for the sociology undergraduate major. The "evidence" indicates "that the undergraduate major is sociology in this country is not in good shape." (p. 247) An analysis of college catalogs and questionnaire survey data emphasizes "the need for sociologists to give more serious attention to the ends to be sought in undergraduate education and to the devising of effective means for achieving these ends." (p. 248)

Booth, David and A. Diemer. "Rigor, Breadth and Innovation as Determinants of Quality in the Undergraduate Sociology Curriculum." Ohio Valley Sociologist 4 (June, 1966): 19-31.

Booth, David. "Educational Development: Practice and Potential in the Sociology Curriculum," American Sociologist 3,1 (February, 1968): 19-20.

This paper briefly describes examples of curricular innovation in sociology and suggests ways the American Sociological Association can stimulate educational planning, innovation and evaluative research. It is argued that the profession needs its own development program. A study (of undergraduate sociology education in the Ohio Valley) by the author and Anne Diemar is cited in order to support the claim that sociology departments are ready for such a program.

Chabot, Albert E. "The Role of Sociology in Career Education." Community College Social Science Quarterly V,4 and VI,1 (Summer-Fall, 1975): 12-16.

Career education is not equivalent to vocational education but incorporates intellectual and vocational goals in learning at all levels of education. Chabot explores sociology as a tool for understanding career education as it relates to the individual at avrious stages of the life cycle and the attendent educational implications. Career education, as social policy and educational perspective deals with variables and issues of concern to the sociologist. Finally, students raise career questions which sociologists must address.

Cottle, Thomas, "In Search of Creativity: Thoughts of a Sociological Education," Kansas Journal of Sociology 6 (Spring-Summer, 1970): 4-11.

Etzioni, Amitai. "Social Analysis as a Sociological Vocation," American Journal of Sociology LXX,5 (March, 1965): 613-622.

The writer argues for social analysis as a new element of sociological training. However, this means, he proposes, the sociologist - social commentator pairing of roles. Moreover, he supports social analysis as part of the undergraduate, liberal arts tradition. Etzioni offers a number of suggestions as to how social analysis can be restored "to its due place." On the undergraduate level, the basic introductory course needs revision, both in terms of the material used for teaching and the way it is raught: "What is needed is a different kind of textbook and a different mode of teaching. The textbook should be built around issues and the concepts should be introduced 'in passing.'" (p. 620) On the graduate level, it seems desirable to the author that a course in American society (or social analysis) enjoy the same required status as courses in general theory and methods should. Etzioni suggests that the introduction to social analysis course might serve as an introduction to social analysis course might serve as an introduction to a specialization in social analysis.

Gates, Davida P. "Sociology in Small Liberal Arts Colleges." American Sociologist 4,4 (November, 1969): 324-330.

"The present study sought to learn what sociology courses are being offered by the small liberal arts colleges in the United States listed in the 1963 edition of the U.S. Higher Education Directory as being in the II category and having a student population of 1,000 to 2,500." Tabled data reported includes a comparison of the rank order of the top ten college sociology courses taught in the U.S. in 1942, 1957, 1960 (Pennsylvania only) and 1966. For 1966 the percentage of departments offering the top ten courses in included as well as rank order. Data is analyzed in terms of geographical location of institution, college size, sex of student body (coed vs men vs women) and institutional type (private vs Catholic vs Protestant vs State). Discussion of findings and implications is included.

Liebert, Roland J. and Alan E. Bayer "Goals in Teaching Undergraduates: Professional Reproduction and Client-Centeredness." The American Sociologist 10,4 (November, 1975): 195-205.

Using a large national sample of teachers in four year colleges and universities which allows comparison between sociologist, faculty-in-general, and teachers in other social sciences, some support is found for the hypothesis that "the orientation to teaching but also a sense that their institutions only modestly support that orientation." However, social scientists report institutional concern only mildly in evidence. The authors expect a shift in sociology toward greater vocational and community service orientation. In a letter printed in TAS 11,2 (May, 1976): 140-141, David F. Haas argues that liberal arts goals are in fact lost in the inadequate dichotomy of client and professional goals.

Parsons, Talcott. "The Sibley Report on Training in Sociology." American Sociological Review 29 (October, 1964): 747-748.

Parsons does not believe that preprofessional training in sociology is desirable; he criticizes Sibley's position on mathematics and sociology. For Sibley's responses, see American Sociological Review 30: 110; letters on Sibley and mathematics in sociology appear in the same volume: H.C. Selvin (pp. 264-265), A. Etzioni (pp. 943-945).

Platt, Gerald M., Talcott Parsons and Rita Kirshstein. "Faculty Teaching Goals, 1968-1973." Social Problems 23 (December, 1976).

Based on two national surveys of faculty in all major disciplines conducted in 1968 and 1973, this paper examines trends in faculty goals. One conclusion advanced by the authors is that by stressing cognitive values, faculty have developed a dominant undergraduate teaching orientation that sustains their professional identities in their daily work in terms appropriate to their working conditions. This is a compromise solution integrating the professional and institutional demands upon a formulation on which to consider faculty roles. Little change in this picture is found between the two survey dates. The importance of particular goals held by teachers is explored.

Reid, Sue Titus and Alan P. Bates. "Undergraduate Sociology Programs in Accredited Colleges and Universities," American Sociologist 6,2 (May, 1971): 165-175.

Utilizing college catalog information and data obtained from questionnaires completed by teaching personnel in an original sample of 537 schools, the authors review what is taught in sociology. There are a number of observations; among these are: 1) top position in course offerings is held by the introductory course; 2) the majority of sociology teachers feel that the introductory course should be a prerequisite to advanced courses; 3) most sociology teachers think the most important goal of undergraduate sociology instruction is "contributing to the liberal education of students regardless of major;" and 4) most sociology teachers are not dissatisfied with the undergraduate program in sociology at the colleges where they are teaching. Nevertheless the authors of the article claim that they themselves hold a more "pessimistic" view of the quality of undergraduate sociology training.

Rippetoe, Joseph K. "The Undergraduate Education in Sociology: The Case for Experiential Learning," Teaching Sociology 4,3 (April, 1977): 239-250.

Sociologists currently are expressing serious concern over the availability of employment opportunities for bachelors of sociology. This issue of jobs for sociologists has received a very narrow conceptualization, with little focus on what kind of work opportunities might be available, which of this work is related to any sociological perspective and/or definable body of sociological skills, or how undergraduate programs in sociology might help students develop the skills necessary for work related to their formal educations. The failure to confront these three issues generally has resulted from an outdated world view of the linkages between school, work, and the future. An alternative conceptual framework is proposed, and three substantive suggestions for sociology departments are offered: (1) Departments of education in sociology, and identify a body of skills which a sociology major ought to possess. Undergraduate courses which can provide a framework for the development of these skills then should be instituted and/or expanded. (2) Departments of sociology also should develop supervised fieldwork experiments which place undergraduate students in emerging community organizations or other nontraditional working situations. (3) Sociologists as individuals should give their full support and encouragement to graduating students who select career options other than graduate or professional school. The implementation of these three propositions should be of significant assistance in establishing a productive relationship between the undergraduate education in sociology and the creative and challenging work of both the present and the future.

Sibley, Elbridge The Education of Sociologists in the United States. New York: Russell Sage. (1963).

A close examination of the recruitment and professional training of sociologists; Sibley discusses graduate curricula and also the extent and nature of undergraduate sociological training received.

Sibley, Elbridge. "Implications of the Sibley Report for the Undergraduate Curriculum in Sociology." American Sociologist 2 (May, 1967): 82-83.

Tamminga, Harriet L. "Moral Education Through Gaming-Simulation in Sociology Courses," Teaching Sociology 4,3 (April, 1977): 251-270.

This paper identifies three aspects of moral education and discusses the role of gaming-simulation in each. Although not a primary objective in teaching sociology, moral education may be involved when gaming-simulation is used as a teaching method in sociology courses. Following a brief review of gaming-simulation, it is argued that the decision to use gaming-simulation represents a concern for educating morally. Next, the use of gaming-simulation to teach moral values is discussed. Finally, it is suggested that gaming-simulation may be used for values analysis and clarification.

"Undergraduate Sociology Curriculum Emphasizes 'Practical' Courses," ASA Footnotes, 3,4 (April, 1975): 4.

"Sociology departments make a heavy investment in courses that acquaint undergraduate sociology majors with those areas of the discipline that are more readily recognized as being related to practical matters and non-academic employment. And, enrollment in most of these courses continues to increase, especially in small schools, even though students who major in sociology are uncertain about the skills they possess and their prospects for employment. These are some of the conclusions that may be drawn from data collected last spring by CRM Books in a study of undergraduate sociology courses." The information was secured by sending questionnaires to a stratified random sample of 500 institutions. The responses include 41 universities, 119 four-year and 108 two-year schools.

Vreeland, Rebecca S. and Charles E. Bidwell. "Classifying University Departments: An Approach to the Analysis of Their Effects Upon Undergraduates' Values and Attitudes," Sociology of Education 39,3 (Summer, 1966): 237-254.

The objectives of this paper are fourfold: "The first is to describe an analytic framework for classifying departments and, within the framework to advance two working hypotheses about departmental effects on student values and attitudes. The second is to operationalize the framework and apply it to data about the departments of a large university. The third is to suggest, on the basis of the working hypotheses, certain predictions about the effects of these departments and the fourth to discuss structural properties of the departments associated with these effects." (p. 240) The first working hypothesis is that the greater the department weight given to moral goals rather than the technical goals, the more observed changes in student sentiments should converge on the preferred values and attitudes imparted in instructional activities. The second hypothesis is that the greater the presence of three departmental attributes-faculty interest, student--faculty interaction, andstudent peer interaction, the more observable should be value and attitude change among student members. The empirical study was conducted at a large Eastern University. Data were obtained by means of focused interviews with a random sample of 127 faculty members. The data analysis suggested that a department's goals for undergraduate education are central to predicting its socializing power and they determine the social organization of the department's work with undergraduates. The convential grouping of department (humanities, social sciences, natural sciences, applied fields) does not seem especially explanatory of student values.

Wilhelm, Sidney M. "The Political Economy of Professional Sociology: The Emergence of Underdevelopment in the Undergraduate Sociology Program." The Insurgent Sociologist 4 (Fall, 1973): 15-28.

"I have been arguing," writes Wilhelm, "that there is a vigorous development of professionalized sociology predicated upon two fundamental qualities: disciplinary knowledge and training. The professionalized sociologist, judging by publications appearing in The American Sociologist, is deeply alarmed by what he considers to be disorder within virtually all undergraduate programs in sociology; he consequently calls for the 'rationalization' of undergraduate education programs. In so doing, he views undergraduate departments as 'underdeveloped' territories, not only for the lack of 'rationalization' but also because of the conspicuous absence of technology; all present undergraduate educational programs are, therefore, technologically underdeveloped.... The technological realignment, under the rubric of professionalization, is being done not on the basis of scholarly needs but rather in keeping with the prevailing political economy of the broader society under the management of military industrialists who perceive a grand opportunity to expand profits by transforming universities and colleges into technological systems...." Wilhelm's article makes extensive use of articles appearing in The American Sociologist.

Zelan, Joseph. "Undergraduates in Sociology." The American Sociologist 9,1 (February, 1974): 9-17.

This article reports a nationwide sample survey of undergraduates conducted in late 1969. The N for sociology is about 70,000 and comparative data for majors in other areas is reported. Detailed methodological notes and analysis of nonresponse are included in the report. Data reported includes: background characteristics (sex, parent's annual income, religion, race, institutional quality, etc.) of sociology majors compared to others; anticipated field of graduate study; percentage of students in different fields who find specific educational goals essential to them; orientations ("generalists," "academic specialists," "vocational specialists") of students. Additional data is provided on the "importance to faculty and perceived importance to institution of four major academic activities" (providing undergraduates with a broad liberal arts education, engage in research, train graduate or professional students, prepare undergraduates for their chosen occupation). Interest in and satisfaction of sociology majors with courses and quality of institution is also explored.

15. PREPARING GRADUATE STUDENTS OF SOCIOLOGY FOR TEACHING

Albert, C.R. and R. Hipp. "Videotape Recording in the Preparation of College Sociology Teachers." Teaching Sociology 3,3 (April, 1976): 327-338.

"Characteristics and applications of videotape recording in teacher training activities are outlined. Texas Woman's University experience with videotape in preparing sociology teachers is described. The article provides sources of information on how to use videotape equipment, how others have made use of videotape in teaching preparation, and what empirical findings suggest as to the effectiveness of videotape."

Bogardus, Emory S. "Teaching Problems of Young Sociologists." Sociology and Social Research 38 (January-February, 1954): 174-182.
"Obtaining a Position in Sociology." Sociology and Social Research 38 (September-October, 1953): 38-45.

"When President Samuel A. Stouffer of the American Sociological Society asked the former president of the Society to give some counsel to young Ph.D.'s in sociology, the present writer was moved to write to thirty 'young PH.D's regarding what problems they would welcome counsel on, if any. All replied." The two articles cited above are Bogardus' response to the problem posed by the thirty sociologists. The second cited article is one of the very few published efforts in this area. In "Teaching Problems of the Young Sociologist," Bogardus gives his own answers to twenty questions raised by respondents to the informal survey. Among the questions he responds to are: What is effective teaching in sociology? How can I improve my teaching technique? How can I make meaningful what I teach? How far shall I slant my sociology courses toward the needs of my students? What is the best way to choose textbooks. . .? How far shall I use my sociology knowledge in counseling students? How shall I divide my time between teaching and research? What aims should one have in teaching the introductory course in sociology?

Bynum, Jack, Hal Boyle, Nancy Presnall and Dave Wemhaner. "Sociology as a Profession: A Graduate Seminar for Anticipatory Socialization," Teaching Sociology 4,2 (January, 1977): 193-202.

"Traditionally, a doctoral program in sociology involves intensive effort to transfer sociological content from textbooks and teachers to graduate students. However, the applied dimensions of a career in sociology that would implement the transition from student to professional sociologist are often neglected. An innovative seminar, grounded in the suggestion from Life Course Theory that the transition to new roles is facilitated by anticipatory socialization, was structured to fill this content gap. Course content included departmental policies and politics, teaching techniques, and the preparation of vitae, research proposals, and scholarly papers. Graduate student participation and performance exceeded expectations."

D'Antonio, W.V. and H.F. Lena. "Preparing Graduate Students to Teach: An Ongoing Experiment in a Small-Class Setting." Teaching Sociology 3,3 (April, 1976): 277-288.

"An ongoing experimental seminar at the University of Connecticut, designed to help prepare graduate students for teaching undergraduate sociology, is discussed. We believe that undergraduate education is best fostered in small classes with enrollment of 25-35, and we try to encourage our graduate students to see the overriding value of such a classroom setting. The two features highlighted herein emphasize the small class approach: observation of faculty and graduate student classroom teaching, and the preparation and grading of examinations. Our experience with the seminar has been positive, despite logistical and other difficulties described in this paper."

Dorn, D.S. "Teaching Sociologists to Teach: A Focus on Content." Teaching Sociology 3,3 (April, 1976): 265-276.

"A graduate-level seminar which offers one possible preparation for the sociologist's teaching role is discussed. The course is divided into field experience or practice teaching and classroom discussion. It emphasizes the need to deal with basic issues in the discipline, the use of the Socratic method, and one model for instruction. The assignments, readings, and seminar topics are presented. The overall perspective of the class is that excellent and competent instruction in sociology cannot take place without a critical and fundamental consideration of what is to be taught."

Ewens, Bill. "Developing Programs for Preparing Sociology Graduate Students to Teach." Teaching Sociology 3,3 (April, 1976): 305-326.

"The theoretical concerns discussed in this paper include an examination of (1) the types of role obligations and pressures that exist with regard to teaching sociology, (2) the types of activities and social relationships that facilitate significant learning related to sociology, and (3) the contradictions for sociology teachers that often result from the incompatibility of these role obligations, on the one hand, and the activities required to facilitate significant learning, on the other. Given the importance of these basic teaching-learning contradictions, teaching methods and techniques are then discussed in terms of those that can be performed by sociology teachers to promote significant learning, given current political and economic realities, and those methods and tactics that can be employed to promote basic educational change."

Ewens, Bill. 20 Suggestions for Improving the Departmental Procedures for Hiring Teachers of Sociology. 1976 4pp. Project on Teaching Undergraduate Sociology, American Sociological Association. Offset. (35¢ from ASA Sociology Teaching Project, Carnegie Library, Oberlin College, Oberlin, OH 44074).

Twenty suggestions useful to graduate students seeking positions as well as departments engaged in hiring. The suggestions are organized under three major categories: (1) publicizing the position and the initial screening of job vita, (2) the final screening process, (3) interviewing prospective teachers.

Ewens, Bill. Preparing for Teaching: Suggestions for Graduate Students of Sociology. 5pp. 1976 Project on Teaching Undergraduate Sociology American Sociological Association, Offset. (35¢ from ASA Sociology Teaching Project, Carnegie Library, Oberlin College, Oberlin, OH 44074).

Eighteen specific suggestions organized under three main headings: (1) means for documenting teaching experience, (2) constructing a job vita, and (3) interviewing for teaching positions.

Ewens, Bill, Charles Goldsmid and Jeffrey Gamso. Preparing Graduate Students to Teach: A Selected, Annotated Bibliography. February, 1977. 30pp. Project on Teaching Undergraduate Sociology, American Sociological Association. Offset, ($1.00 from ASA Sociology Teaching Project, Carnegie Library, Oberlin College, Oberlin, OH 44074).

110 annotated citations dealing specifically with the preparation of graduate students for teaching. More than three-fourths of the citations were published since 1970. The bibliography is organized into four sections (citations in each are listed alphabetically): I. The Literature Through 1974; II. The Literature in 1975-1976; III. Sociology-Specific Literature; with this section of this bibliography. The 96 other setations do not deal directly with preparation of sociology graduate students.

Goldsmid, C.A. "Resources; Teacher Development and Teaching Sociology." Teaching Sociology 3,3 (April, 1976): 339-378.

An annotated bibliography in Three parts: (I) Key Resources in Teacher Development--60 citations; (II) Periodicals on Teaching and Learning--32 citations; and (III) Teaching Sociology--281 citations specifically on the teaching of sociology; partially annotated.

Goldsmid, C.A. "Professional Sociolization of Teachers of Sociology." Teaching Sociology 3,3 (April,1976): 229-248.

"Sociologists receive little or no formal preparation for the teaching role and have available few of facilities parallel to those which support the research role. Training in teaching for sociology graduate students dates back to 1921, but only since the late 1960s has it begun to take root. And only in the past five years have forums for continuing contacts among sociologists interested in teaching come into existence. While some sociologists believe that teaching is an unfathomable art, there are several areas of collegiate instruction about which much is reliably known. The literature on the teaching of sociology dates back to at least 1895 and includes between 400 and 500 articles and books. There was a decline in publication after World War II and a resurgence after 1965. This article holds that the theory and substantive work of sociology has much to contribute to learning to teach sociology; the projected decline in the proportion of PH.D. sociologists who will teach is not an adequate reason to deminish concern with teaching; and there is some evidence supporting the effectiveness of purposive teacher training activities."

Komarovsky, M. "Teaching College Sociology." Social Forces 30 (December, 1951): 252-256.

Two adjustments have to be made from graduate school into teaching: relations with colleagues in other departments (in terms of their image of sociology) and relationships with students--especially coming to learn their mind-set. Concerning teaching methods, Komarovsky writes: "the main fact to bear in mind is that to state an idea is not necessarily to communicate it. . .do not crowd to many ideas into a lecture. . . utilize students' own experiences." She also writes that "students usually recognize when the 'value-free' approach is the refuge of the timid and when, on the other hand, it is the expression of a strong and disciplined mind."

Kulp, D.H. "Preparing Sociology Teachers." Sociology & Social Research 15 (November-December, 1930): 135-144.

Kulp raises basic questions including "how does the teaching of sociology differ from teaching economics or history or chemistry?" While not answering all the questions he raises, Kulp provides a highly detailed "activity analysis for sociology teaching" which he hopes will aid individual teachers. This analysis contains 14 major and more than 150 specific questions or issues and steps toward effective instruction in sociology.

McGee, Reece. "McGee Finds Teaching Graduate Students to Teach is Fun and Instructive." Project Newsletter 2,3 (February, 1977): 11-12. Bi-monthly publication of the ASA Projects on Teaching Undergraduate Sociology, American Sociological Association, 1722 N. Street, N.W., Washington, D.C., 20036.

McGee reflects on his experience with a teaching seminar for graduate students which he was asked to teach while Everett Wilson of the University of North Caralina (Chapel Hill) was on leave. "I conclude, then, with this advice to anyone who has felt some interest in 'doing something' to improve or initiate graduate student instruction in teaching: DO IT. Get started. You'll have a ball and you will likely learn a lot about it you didn't know before which will, in turn, greatly, increase your own self-esteem as a teacher and improve the quality of your performance. . . ."

Podell, Lawrence. "Sociology: Science or Belief? The Status of This Discipline in Colleges and Universities Today", Journal of Higher Education XXXVII, 2 (February, 1966): 80-87.

The writer observes that when sociology was initially introduced into the American college and university programs, the teaching staff was drawn from a variety of occupations. Today sociology teachers are drawn mainly from outstanding graduate departments, where the notion of sociology as a science prevails. Yet general education objectives are pursued at the college level. Thus "the young sociologist who holds a doctorate is trained in the tools of his trade by the graduate school and is probably scientifically oriented but, if his appointment is at an undergraduate institution, he finds the course material to be taught quite different from that which he has learned". (p. 83) While the author concedes that changes have occurred in the sociology subject-matter taught in American Colleges, he claims that "if anything, the concepts are even more vague than they used to be". (p. 83) Thus he predicts that "sociology is in no danger of absorption, in part because, at the undergraduate level, its neighbors recognize its obvious distinctiveness in content and language". (p. 85) That sociology is utilized in practical matters and is taught to undergraduates as a matter of belief, not science, is, according to the author, probably similar to the situation among neighboring social and behavioral sciences, and perhaps even to that of the physical sciences.

Porter, Jack N. "A New Course Proposal: Sociology in Practice." ASA Footnotes 2 (August, 1974): 6-7.

A very brief proposal for a graduate course treating several aspects of sociology as a profession including teaching, publishing, grantsmanship, administration, social issues in academe, career and family considerations.

Riechmann, S. and M.A. Malec "Teacher Development for In-Service Faculty." Teaching Sociology 3,3 (April, 1976): 289-304.

"A discussion of programs aimed at enhancing the quality of instruction provided by 'in-service' faculty (those instructors who are no longer graduate students, teaching fellows, and the like) is presented. Possible roles for institutional centers, departments, and faculty members are described. Obstacles to and facilitators of teacher development programs are dealt with. Survey data describing in-service teacher development programs in sociology departments indicate a low level of department activity, but a relatively high level of available institutional programs."

Teacher Development Group, ASA Project on Teaching Undergraduate Sociology. Syllabi and Related Materials from Graduate Courses on the Teaching of Sociology. 1976 Offset. ($3.75 from ASA Sociology Teaching Project, Carnegie Library, Oberlin College, Oberlin, OH 44074)

A collection of ten syllabi from courses on the teaching of sociology--materials from the University of North Carolina (Chapel Hill), University of Akron, Case Western Reserve University, Califronia State University (Sacramento), Michigan State University, Miami University, University of Minnesota, University of Massachusetts, University of Virgina. Also included is a result of a survey of preparation for teaching undertaken by Harvard University President Derek Bok and a listing of issues pro and con regarding courses to prepare graduate students to teach.

Toby, Jackson. "Jackson Toby Emphasizes Teaching." *ASA Footnotes* 5,2 (February, 1977: 10.

In an open letter to graduate students in his departments (Rutgers University), Toby emphasizes the need for graduate faculty to go beyond a high level of instruction in graduate courses. They should also provide a high level of instruction in graduate courses. They should provide *guidance* in the development of research and teaching skills. Toby's comments on guidance on teaching skills are reprinted in the *ASA Footnotes* story. He suggests that while "many of my colleagyes may not agree with me. . .I feel that there are serious dificiencies to learning to teach by trial and error. Learning by trial and error is slow--and may never result in effective teaching skills." He describes hiw own work with teaching assistants and discusses reasons for graduate student frustration with the role of teaching assistant. The full version of Toby's letter appears under the title "Toby: The Responsibility of the Graduate Faculty," in *Project Newsletter* 2,4 (April, 1977): 14-15. The Newsletter is a bi-monthly publication of the ASA Projects on Teaching Undergraduate Sociology, American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036.

Wilson, E.K. "The Carolina Course to Launch Sociology Instructors." *Teaching Sociology* 3,3 (April, 1976): 249-264.

"Since 1968-1969, a course treating problems of instruction in sociology has been required of all graduate students about to teach for the first time at UNC-Chapel Hill. This paper sketches the content of this two-semester seminar-practicum, highlights three features of the course, and reflcets on their broader bearing: (1) selection of students whose imminent task enhances the relevance of this preparatory course; (2) tapping sociological lore for pedagogical insights; and (3) the interplay of a precept and practice. Graduate students' reactions to the course are summarized in a footnote."

Wozniak, Daniel F. "Helping Graduate Students Develop Effective Teaching: What a Graduate Department Can Do." *Sociological Abstracts* (May, 1975); (Paper given at the North Central Sociological Association Meetings, 1975; S03722-0203 (p. 47).

M.A. and Ph.D. graduates in sociology employed in higher education spend much of their professional time teaching. While they generally attain a high level of proficiency in research and scholarship, they are almost totally unprepared by their graduate programs for developing and directing effective and efficient teaching-learning processes of undergraduate in higher education. Graduate departments of sociology must include rigorous candidate preparation for teaching. Such programs should include a radical departure from traditional andobsolete lecture-assignment-test formats and should emphasize current learner-performance-centered orientations. Graduate sociology students are frequently called upon to instruct undergraduate sociology courses. These teaching assistants are not being provided with the skills necessary to create a rich learning environment for undergraduates. They are having to rely on traditional, outdated lecture methods. It is the responsibility of the graduate department to acquaint graduate teaching assistants to newer, more performance oriented methods for teaching sociology.

16. STUDENT-FACULTY INTERACTIONS AND LEARNING*

Becker, Howard S., Blanche Geer and Everett C. Hughes. *Making the Grade: The Academic Side of College Life*. New York: John Wiley, 1968.

Based on an observational study conducted in the early 1960s at the University of Kansas, the monograph focuses on the observed "grade point average perspective" which the authors found to be a pervasive influence on students and student-faculty interactions. The structural conditions affecting students and faculty which contribute to this GPA-perspective are explored in depth.

Becker, Howard S. "Student Culture." in R. Ingram, ed. *The Dynamics of Change in the Modern University*. Boston: Center for the Study of Liberal Education for Adults, 1966.

Bonjean, Charles M. and Reece McGee. "Scholastic Dishonesty Among Undergraduates in Differing Systems of Social Control," *Sociology of Education* 38,2 (Winter, 1965): 127-137

"Extensive scholastic dishonesty was found in two large Southern universities, although not to the same extent in each. This contrast raised the question of whether the observed differences in frequency were due to different personal background characteristics of the students at the two institutions. This investigation indicates that both types of characteristics may be related to deviation, but that social control, or collectivity characteristics are more closely associated with deviation and better explain the differences found than personal background, or member characteristics." See Williams and Barth citation in this section.

Bonjean, Charles M. and Reece McGee. "Undergraduate Scholastic Dishonesty: A Comparative Analysis of Deviance and Control Systems," *Southwestern Social Science Quarterly* 46, 3 (December, 1965): 289-296.

This article presents a research attempt to estimate student predispositions in two universities to engage in scholastically dishonest behavior, and to evaluate the impact of the honor and the proctor systems for controlling such predispositions. Questionnaires administered to 392 randomly selected students and asking for personal-background characteristics as well as information about six norm-violating situations, indicated that predispositions toward scholastic dishonesty were widespread at both institutions; however, dishonesty, especially in its less flagrant forms, occurred with less frequency in the honor-system university. Two plausible explanations are explored in the paper: (1) students more correctly perceive the norms in the honor-system setting, and (2) students fear apprehension and punishment under the honor system to a greater degree than they do under the proctor system. The survey data support the first explanation at a statistically significant level. See Williams and Barth citation in this section.

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*Articles cited in this section do not (with one exception) appear in earlier sections. While much of the work cited in other sections deals with student-faculty interactions, articles and books cited here cannot be usefully subsumed by the other categories.

Cohen, E.G. "Sociology and the Classroom: Setting the Conditions for Student-Teacher Interaction." Review of Educational Research 42 (1972).

While not focusing specially on the college or university classroom, a very useful analytic article bringing together much research.

Ferber, M. A. and J. A. Huber "Sex of Student and Instructor: a Study of Student Bias." American J. Of Sociology 80,4 (January, 1975): 949-963.

"When former college teachers were evaluated, men students ranked women less favorably than men, but women students ranked men less favorably, than women. Although a substantial minority of students had no sex preference for instructor in any size of class, among those who did, more preferred men teachers than women, and the larger the class, the greater the preference for a man teacher. Men were slightly more likely than women to agree with an opinion attributed to a scholar of the same sex. This study fails to support Goldberg's conclusion. . . that women are prejudiced against women professionals. Neither men nor women students are much influenced by sex bias in evaluating authoritative statements. And. . .contact with competent women helps to shatter stereotypes among both men and women." Research is based on data from "1,281 students in four large introductory sections of economics and sociology."

Gitter, A. G., H. Black, and J. E. Fishman "Effect of Race, Sex, Nonverbal Communication and Verbal Communication on Perception of Leadership. Sociology and Social Research 60,1 (October, 1975): 46-56.

"The most significant finding of this investigation was the magnitude of differences in social perception of dimensions of leadership produced by the nonverbal communication manipulation" (p. 54). Based on a laboratory study of 151 undergraduate students randomly assigned to experimental groups each of which experienced eight televised segments in which the independent variables listed in the article title were manipulated. Analysis by means of a 2 x 2 x 2 x 2 ANOVA based on scores derived from factor analysis.

Hall, Peter M. and D.A. Kehoe. "Student-Faculty Interaction and the Organization of the University." Interchange 2 (1971).

Hildahl, Spencer H. "The Role of the Professor," Improving College and University Teaching, XVIII, 4 (Autumn , 1969): 222.

This sociologist deals with the teacher problem of acknowledging an error without damaging "academic image." He argues that the teacher ought to represent himself to his classes not as a teacher or a professor only, but rather, as a teacher and a student, i.e., if he regards himself "as an aggressive searcher after knowledge." The implications of such a posture are viewed as three-fold: 1) The barrier of the teacher-student dichotomy need no longer impede learning. 2) The professor has demonstrated respect for the student role. 3) The teacher is better able to communicate "a sense of shared analytic curiosity for the academic discipline in question."

Karp, D. A. and W. C. Yoels "The College Classroom: Some Observations on the Meaning of Student Participation." Sociology and Social Research 60,4 (July, 1976): 421-439.

"This study utilizes a symbolic interactionist appraoch to the investigation of student behavior in the college classroom. . . .Data were gathered throughout the semester on the interactions occurring" in 10 university classes (in sociology and five other disciplines) with class size varying between 12 and 65. Questionnaires were admisistered to students and teachers at the beginning and end of the semester. "Our observational data indicate that the number of students participating in a given class is not affected by the size of the class" (using an under- and over-40 break point). Authors found that less than 10% of student interactions were in response to comments of other students and less than 10% involved instances where instructors called on specific students. Responses to questionnaires indicate that students and teachers have different reasons for the level of participation. The authors believe that three organizational features of the college classroom "and the situational definitions arising from such features" explain the level and type of participation. Borrowing Goffman's terminology, they conclude, that "instructors define the classroom as an instance of 'focused' interaction while students define it as an instance of an 'unfocused' gathering."

McGee, Reece. "Does Teaching Make Any Difference?" Teaching Sociology 1,2 (April, 1974): 210-223.

It is the thesis of the author that our concerns for teaching are largely or entirely misdirected and that in an important sense, "teaching is irrelevant to learning." (p. 210) The paper explores the argument that "we may have exaggerated grossly the influence of the teacher on that process learning at the college level." (p. 211) The author offers that until empirical evidence of superiority is privided, the best prognositcation that can be madeis a "no difference" conclusion for non-traditional college teaching methods. Moreover, he proposed that "while teaching does not seem to make much difference to student outcomes, teachers may." (p. 214) The model of the teaching-learning process which seems realistic to the author reads like this: "students, perhaps particularly at the lower-division levels, may be regarded from the teacher's point of view as a relatively inert reactive mass who will learn at their own rates and for their own reasons pretty much regardless of what the teacher does, unless he or she is able to excite their interest to respond above their normal, voluntaristic level." (p. 218)

McGee claims that a number of conclusions relevant to teachers and teaching would seemingly follow acceptance of the proposed model: 1) The way to improve the quality of college teaching is to improve the teachers. 2) Superior teachers are born and cannot be made. 3) Such people can be deliberately selected. 4) They can be developed by experience by being required to try out different teaching styles until the most "comfortable" one is discovered. 5) There is perhaps no "best" popular teachers are the best. Thus "when excited teachers and excitable students are permitted to come together. . . . . education will inevitably result." (p. 222)

Mann, R. D. et al. The College Classroom Conflict Change And Learning (1970) New York: John Wiley.

A major work on what actually goes on in a college classroom. Using process recording of student and teacher interaction, Mann delineates styles of teaching, teaching strategies, student adaptations to those behaviors, and other contextual factors. The volume concludes with a chapter on what constitutes an effective learning culture; the authors argue that effective teaching requires that the teacher take affective factors into account and be able to change and adapt teaching strategies during the process of the course.

Newcomb, Theodore M. and Everett K. Wilson, eds. College Peer Groups. Chicago: Aldine, 1966.

Snow, Susan G. "Correlates of Faculty-Student Interaction," Sociology of Education, 46,4 (Fall, 1973): 489-498.

This paper provides a description of a study of differences between teachers who have a high level of interaction with students and teachers who do not. The study was conducted on the faculty of six departments at the University of California at Davis; the sample of teachers numbered 80. High, medium, and low contact groups among the faculty were established by using ratings of 198 upper-division majors in the six departments. Varied data-collection techniques were employed to compare the high contact teacher with the other two groups. Data analysis showed the high-contact teacher has an interactionist concept of his/her relation with students as opposed to a more perfunctory and professional approach.

Williams, J. Allen, Jr., and Ernest A. T. Barth. "Scholastic Dishonesty: Some Contradictory Findings," Southwestern Social Science Quarterly 48,2 (September, 1967): 219-222.

The purpose of this research note is to present findings from a replication of the Bonjean-McGee study of undergraduate scholastic dishonesty. The replication was conducted among 180 students at a northwestern university with a proctor system. The results supported the original contention that the proctor system is less effective in controlling actual orpotential violation than the honor system. However, the explanatory hypothesis of the original study, that correct perception of rules serves to control or reduce deviance, was not validated in the replication. "Consequently, the explanation of the difference in deviant behavior under different systems of social control remains a problem for further research." (p. 222) See two Bonjean-McGee citations in this section.

Wilson, Everett K. " The Entering Student: Attributes and Agents of Change." in Kenneth A. Feldman, ed. College and Student: Selected Readings in the Social Psychology of Higher Education. New York: Pergamon, 1971.

Wilson, Robert C., Lynn Woods, and Jerry G. Gaff, "Social--Psychological Accessibility and Faculty-Student Interaction Beyond the Classroom," Sociology of Education 47,1 (Winter, 1974): 74-92.

This article presents and discusses data from a questionnaire survey of faculty members at six diverse institutions of higher learning. The final sample included 954 respondents. Faculty were divided into three groups according to overall frequency of interaction: extensive interactors (25 percent), average interactors (31 percent), and infrequent interactors (44 percent). The nature of the interaction was described in terms of six role capacities: 1) educational advisor, 2) career advisor, 3) counselor, 4) instructor, 5) campus citizen, and 6) friend. The two most frequent roles were instructor and educational advisor. The researchers emphasize that the amount of interaction the college faculty had with their students outside of class was related to faculty accessibility for such interaction, and that in-class teaching behaviors were cues to accessibility. Four role capacities (friend, career advisor, campus citizen, and counselor) appeared to be influenced significantly by the accessibility cues. Data suggesting some of the consequences of out-of-class interaction for faculty are explored in the final section. The authors refer to "a larger study" of faculty-student interaction.

17. ON SOCIOLOGY TEXTBOOKS

Baali, Fuad and Michael C. Moore. "The Extended Deliberation: Definitions of Sociology, 1951-1970," Sociology and Social Research 56, 4 (July, 1972): 433-439.

This paper reports a study to determine the extent of agreement among sociologists on the definition of sociology. The study was based on an examination of introductory sociology texts published in this country between 1951 and 1970, inclusive. Moreover, the sample consisted of only those texts with more than one edition; sixteen met the criteria. The definitions which were compiled were verified by the text authors, where possible. Generally speaking, there is common agreement among the definitions that sociology is a science but thereis disagreement about the subject matter of the science. Baali and Moore compare their findings with those of Furfly in another study; there is broad similarity in the results.

Bend, Emil and Martin Vogelfanger. "A New Look at Mills' Critique." in Bernard Rosenberg, et al., eds. Mass Society in Crisis: Social Problems and Social Pathology. New York: Macmillan, 1964.

"The present paper focuses upon certain aspects of the modern body of writing of social pathologists. In common with Mills' article (see Mills citation later in this section), it is not a systematic study. The content of the volumes in our sample has not been categorized or counted for formal techniques. The attempt has been to establish ideal types, which some existing works closely resemble, others less so....The question underlying this paper is, 'What has the field of social problems to do with sociology?' The values underlying that questions are those of academic sociology." This paper includes an overview and discussion of Mills' article.

Elbridge, S. "Textbooks, Teachers and Students." American Journal of Sociology 40 (1934): 637-645.

Herman, A.P. "The Disproportionate Emphasis on Description in Social Problems Texts." Social Problems 1 (1952): 105-109.

Hobbs A.H. The Claims of Sociology: A Critique of Textbooks. Harrisburg, Pa.: Stackpole, 1951.

Kirschner, Betty Frankle, "Introducing Students to Women's Place in Society: Women in Introductory Texts." American Journal of Sociology 78, 4 (January, 1973): 1051-1054.

"An examination of a random selection of recent introductory texts shows that we seldom expose introductory students to a systematic analysis of the role of women in this society."

Kurtz, Richard A. and John R. Maiolo. "Surgery for Sociology: The need for Introductory Text Opening Chapterectomy," American Sociologist 3, 1 (February, 1968): 36-41.

The main thrust of this discussion is that the opening chapers of introductory textbooks ordinarily reveal excessive concern with thephilosophical issues of science. To document this accusation, a comparison between the characteristic sociological introduction in 21 texts and the introductory discussions in 74 texts distributed among five disciplines is presented. The results "suggest that sociology stands out in its lengthy attempt to defend its place in the world of science". (p. 40)

Means, Richard L. "Textbooks in the Sociology of Religion: A Review Article", Sociological Analysis, 27,2 (Summer, 1966): 101-105.

The author attempts to assess two texts available for course work in the sociology of religion. He applies four criteria: (a) use of book to teach undergraduates; (b) relative value of the book in comparison to other available resources; (c) author's concern with the problem of values and scientific method in relation to the sociological study of religion; and (d) degree of sensitivity to historical dimensions and problems of social and cultural change. With respect to the first criterion, the author warns that "as the teacher of sociology the obligation to review a textbook can not be taken lightly since textbooks represent to the future generation the best and the worst of our profession". (p. 101)

Mills, C. Wright. "The Professional Ideology of Social Pathologists." American Journal of Sociology 49 (September, 1943): 165-180.

"An analysis of textbooks in the field of social disorganization reveals a common style of thought which is open to social imputation. By grasping the social orientation of this general perspective we can understand why thinkers in this field should select and handle problems in the manner in which they have." (p. 165) Mills finds in these texts low level of theoretical abstraction, a lack of linkage of problems to social structure, and an orientation toward "practical problems of "everyday life" which appear isolated and disconnected from basic social process. Mills attributes these attributes of social problems texts to the rather uniform life-histories of their authors--largely from small town or rural backgrounds, middle class and involved in reformist movements. See the Bend and Vogelfanger citation in this section.

Ricoeur, Paul. "The Model of the Test: Meaningful Action Considered as a Text," Social Research 38, 3 (Autumn, 1971): 529-562.

The author initiates his discussion with the assumption that the primary sense of the word "hermeneutics" focuses on the rules relevant to the interpretation of the written documents of a culture. Then he hypothesizes that "if there are specific problems which are raised by the interpretation of texts because thet are texts and not spoken language, and if these problems are the ones which constitute hermeneutics as such, then the human, sciences may be said to be hermeneutical". (p. 529) The paper is devoted to testing this hypothesis.

Rothman, Robert A. "Textbooks and the Certification of Knowledge," American Sociologist 6, 2 (May, 1971): 125-127.

This discussion is initiated with the observation that studies of introductory sociology textbooks have verified changes in content over time and shown discrepancies between content and concerns of the discipline at the publication time. The discussant offers a framework for analyzing both the change dynamics in textbook content and the relationship between textbook content and the broader body of knowledge in the discipline. The approach emphasizes 1) the process by which scientific knowledge grows and 2) the role of textbooks in transmitting this knowledge. There is an examination of social stratification materials in 48 introductory sociology texts in order to give depth to this perspective.

Schur, E.M. "Recent Social Problems Texts: An Essay Review." Social Problems 10 (1962): 287-292. See also, in Volume 11 of this journal, comments by G.J. Selznick (p. 105), S.K. Weinberg (pp. 104-105), and E.M. Schur (pp. 105-106).

Van Valey, Thomas L. "Methods or Not: An Examination of Introductory Texts." Teaching Sociology 3 (October, 1975): 21-32.

Content analysis of treatment of methodology in 113 introductory socioloby texts. For fuller abstract see same entry in Section 1, "Introductory Sociology."

18. SOCIOLOGISTS ON ASPECTS OF HIGHER EDUCATION: A VERY PARTIAL LISTING

Becker, Howard S., Blanche Geer and Everett C. Hughes. Making the Grade: The Academic Side of College Life. New York: John Wiley, 1968.

Based on an observational study in the early 1960s at the University of Kansas, this monograph focuses on the observed "grade point average perspective" which the authors found to be a pervasive influence on students and student-faculty interactions. The structural conditions affecting students and faculty which contribute to this GPA-perspective are explored in depth.

Blau, Peter M. The Organization of Academic Work. New York: John Wiley, 1973.

Based partly on empirical data from a sample of 115 American universities and colleges; chapter titles: bureaucracy and scholarship; comparative study of American universities and colleges; administrative structure; recruitment; orientations to academic work and institution; students; bureaucratic and professional authority; institutional innovation; academic performance; and dimensions of academic differentiation.

Bell, Daniel. The Reforming of General Education: The Columbia College Experience in its National Setting. Garden City, N.Y.: Doubleday Anchor, 1968 (1966).

This volume "...is an effort to defend the idea of liberal education against the fragmentation which threatens it both intellectually and sociologically. It is an effort to affirm liberal education as a significant pursuit of the confirmation of reality.... The first sociological problem has to do with the simple fact that higher education has been burdened with the task of becoming a gatekeeper--perhaps the only gatekeeper to significant place and privilege in society.... The second sociological problem has to do with size and impersonality--the fundamentals of the break-up of community....my major concerns in this study of general education...are intellectual and the chief problem here is the disintegration of curriculum which is occurring in so many liberal arts colleges....the falling apart of general education and its replacement by a cafeteria system whereby any and every kind of course is admitted within the corpus, so long as a student takes some--or any--courses outside his specialization. In the place of general education, we have a 'distribution requirement' in which the student has to take any one science course, any one humanities course and any one social science course, with little regard for logic, coherence, intellectual relevance, or any other criterion except the three different labels." (pp. xix-xxiii)

Boocock, Sarane S. "Toward a New Sociology on Learning: A Selective Review of Existing Literature." Sociology of Education 39 (Winter, 1966): 1-45.

Boocock, Sarane S. *An Introduction to the Sociology of Learning*. Boston: Houghton-Mifflin, 1972.

While not focused on higher education, this volume reports and synthesizes empirical research on learning of importance. Chapters treat student attributes and background characteristics (family, individual abilities, sex differences, etc.), school characteristics (classroom role structure and relationships, class as a social system, effectiveness of the schools, school role structure), the school environment (community and school board, cross-cultural comparisons).

Caplow, Theodore and Reece McGee. *The Academic Marketplace*. Garden City, N.Y.: Doubleday Anchor, 1965.

Clark, Burton R. "The Cooling-out Function in Higher Education." *American Journal of Sociology* 65 (May, 1960): 569-576.

Dubin, Robert and Thomas C. Taveggia. *The Teaching-Learning Paradox: A Comparative Study of College Teaching Methods*. Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1968.

"In this monograph we have reported the results of a careful and systematic reanalysis of the data of almost 100 comparative studies of different college teaching methods. We have found no shred of evidence to indicate any basis for preferring one teaching method over another as measured by the performance of students on course examinations." (p. 45). "Teaching method" here refers to lecture vs seminar vs independent study vs various combinations. The examinations which provide the measures for the dependent variable are "content oriented" and apparently derived heavily from the texts employed. "Perhaps the 'no difference' results of comparing teaching methods can be attributed largely to the powerful impact of textbooks which cannot be washed out by any known methods of instruction! More important, however, if textbooks are the most significant influence in student learning, then future studies should examine differences among textbooks rather than among teaching methods." (p. 47) The authors suggest some directions for future research.

Falk, Gerhard. "Dysfunctions in Higher Education," *Improving College and University Teaching* XV,4 (Autumn, 1967): 243-246.

This sociologist examines some of the obstacles which prevent goal attainment in higher education. He includes lack of planning among the dysfunctions of higher education: "One of the major characteristics of all college faculties seems to be the inordinately slow manner in which change is brought about in either structure or function. College faculties are evidently poor planners, afraid of innovations and changes. . .planning is so scanty that one author calls colleges the 'last free enterprises' because they have escaped the tendency to organize and plan." (p. 245)

Feldman, Kenneth A. and Theodore M. Newcomb. The Impact of College on Students. San Francisco: Jossey-Bass, Inc., Publishers. 1973. Volume I: An Analysis of Four Decades of Research; Volume II: Summary Tables.

Geer, Blanche. "Teaching." International Encyclopedia of the Social Sciences 15, pp. 560-565. (New York: Free Press, 1968)

Jencks, Christopher andDavid Riesman. The Academic Revolution. Garden City, N.Y.: Doubleday Anchor, 1968.

Kelley, R. and B.D. Hart. "Role Preferences of Faculty in Different Age Groups and Academic Disciplines." Sociology of Education 44 (Summer, 1971): 351-357.

McGee, Reece. The Academic Janus: The Private College and Its Faculty. San Francisco: Jossey-Bass, Inc., Publishers, 1971.

Newcomb, Theodore M. and Everett K. Wilson, eds. College Peer Groups. Chicago: Aldine, 1966.

Parsons, Talcott and Gerald M. Platt. The American University. Cambridge, Mass.: Harvard University Press, 1973.

Riesman, David, Joseph Gusfield and Zelda Gamson. Academic Values and Mass Education: The Early Years of Oakland and Montieth. Garden City: Doubleday Anchor, 1971.

Sanford, Nevitt, ed. The American College: A Psychological and Social Interpretation of the Higher Learning. New York: John Wiley, 1962.

This volume contains 29 chapters dealing with the entering student, academic procedures, student culture, student performance, interactions of students and educators, the effects of college education, and the social context of higher education.

Sewell, William H. "Students and the University." American Sociologist 6 (May,1971): 111-117.

Trow, Martin. "Undergraduate Teaching in Large Universities." in Calvin B.T. Lee, ed. Improving College Teaching. Washington, D.C.: American Council on Education, 1971.

19. MISCELLANEOUS

"Annual Meeting to Serve as Classroom," ASA Footnotes, 3,4 (April, 1975): 5.

"The 70th Annual ASA Meeting in San Francisco will serve as a classroom for undergraduate sociology majors who will receive academic credit for attending the meeting as part of an experimental course being offered by Salisbury State College. . . .Prior to their arrival at the meeting, the students will be required to compile a bibliography, read three books and select ten program sessions in the fields of interest each has chosen. After arriving at the meeting, the students will be required to attend at least five program sessions and write a paper relating the program presentations to the substantive content of the books they have read. In addition, the students will be required to attend three academic sessions, participate in laboratory sessions, complete research instruments designed to determine the undergraduate's response to the ASA, and finish the evaluation of the total Annual Meeting program."

Bart, Pauline and Linda Frankel. The Student Sociologist's Handbook. Cambridge, Mass.: Schenkman, 1971.

After an opening chapter which discusses perspectives in sociology (Marx, Weber, Nisbet, Smelser, Mills, and Bierstedt are used), the authors devote a chapter each to the sociology term paper; the mechanics of library research; periodical literature in sociology and related fields; guides to research and resource materials; governmental and nongovernmental data sources. A final chapter defines some four dozen statistical terms. Treatment of topics is generally quite thorough. Research and writing on gender roles is heavily drawn upon for illustration.

Bates, Alan P. The Sociological Enterprise. Boston: Houghton-Mifflin, 1967.

"This book has two objectives. First, it attempts to characterize sociology as a disciplinary field, communicating something of the sociologist's intellectual orientation toward behavior and defining his subject matter in general terms. Second, it presents considerable information on sociology as a profession within which some student readers might some day find a personal career." (p. vii) Chapters titles: The Sociological View of Human Behavior; What Do Sociologists Study?; Basic and Applied Sociology; The Social Organization of Sociology; Training for Careers in Sociology; Careers in Sociology; Some Criticisms and Prospects; Reference List.

Becker, Jr., Leonard and Clair Gustafason. Encounter with Sociology: The Term Paper. Berkeley, Cal.: Glendessary, 1968.

Chapter titles: Choosing a Topic; Narrowing the Topic; Developing a Thesis and Hypothesis; Collecting Data: The Library (preliminary survey, book selection, taking notes); Collecting Data: The Field (selecting a group, sampling, the questionnaire, the interview, observation of behavior); Analyzing the Information (analyzing library research, analyzing field data, correlation and significance, the simplest statistics, statistics and critical thinking); The Report. Appendices deal with format tops on library research constructing questionnaires, table reading, moving from data to tables, Chi Square and other statistics and references.

Bell, I. "Teaching Sociological Ways of Thinking," in Instructor's Guide to "Society Today." Del Mar, Cal.: CRM Books, 1971.

Bernard, Marshall B. "The Sociologist's Quest for Respectability." Sociological Quarterly 7,4 (Autumn, 1966): 399-412.

The author asserts that "the achievement of respectability by sociologists has taken a long time, and the end is not yet in sight." (p. 400) Despite advances, "many sociologists feel their inherent qualities as scientists and teachers are not being sufficiently respected, esteemed, or considered as authoritative as are those in other disciplines. Consequently at the personal level, sociologists often place undue emphasis on status symbols which are current in the academic community. Such symbols become the means of achieving scientific respectability. In their quest for status, probably many sociologists still rely on flamboyant language, the clever wording of a concept, exhibitionism in ideas, quantitativeness in publication, the 'research' label, quantitative methodology, grantsmanship, being a theoretician in the grand manner of being a professional politician rather than the more tedious role of real scholarship." (p. 401) The author suggests, however, that "if sociology is to achieve full respectability in the academic and the larger world, sociologists need (1) more first-hand acquaintance with the real world, (2) the raising of more significant questions and significant research problems about the social world around them, (3) a clearer recognition of the cultural variability of human behavior and its importance for scientific generalizations, and (4) wider recognition of the necessity to test more of their research findings by application to the social control of the world around them." (p. 404)

Blue, J. T. "Conceptual Errors Common in the Teaching of Sociology." Social Forces 33 (March, 1955): 286-289.

Many of the errors stem from the teacher's lack of awareness of the student's lack of field work experience and lack of "an academically functional vocabulary." Some of the "common conceptual errors" discussed are reification, losing sight of empirical referents, covert classification in the use of concepts. Some of the problems stem from the students' personal frames of reference, emotional valence, and other factors rooted in students' ego involvements.

Bogardus, Emory S. "Problems in Teaching Sociology." Journal of Applied Sociology 6 (December, 1921): 19-24.

This article is important because it highlights the interfaces between the teaching of sociology on the one hand, and the changes in the discipline and profession and in the larger world on the other, and also because Bogardus focuses on the necessity for the teacher being aware who his or her students are. Bogardus outlines nine problems or desiderata facing teachers of sociology including "relating the subject of sociology to the students' planes of socialized vision." Bogardus presents these problems against a background assertion that "the problems of teaching sociology have assumed importance within the past five years because of the rapidly increasing interest that has been engendered in social questions...the World War created a demand for democracy."

Borgatta, Edgar F. "Some Notes on Graduate Education, With Special Reference to Sociology." American Sociologist 4,1 (February, 1969): 6-12.

This paper comments on the question of how one should view graduate training. "Some issues raised have to do with graduate training in general and some focus especially on problems of sociologists." Also, comments on education in a broader sense.

Brookover, Wilbur and William V. D'Antonio. "Problems for Research in Teaching Sociology." Sociology and Social Research 42 (July-August, 1958): 410-414.

Brown, Charles M., W.R. Adams and R. Rogers. How to Read the Social Sciences. Glenview, Ill.: Scott, Foresman and Co., 1968.

In 15 chapters, four basic steps are explored: Exploring, checking vocabulary, analyzing for comprehension, and synthesizing for understanding. Draws on materials in sociology and other social sciences and based on the premise that reading social science has special attributes and requirements.

Calonico, James M. "On the Teaching of Sociology and the Sociology of Teaching:" Presented at the 37th annual meeting of the Southern Sociological Society, 1973.

In the course of teaching, many sociologists seem to forget that they are sociologists. Beginning with this assumption as a point of departure, a sociological framework is applied to the classroom and to the educational system in general. A discussion is presented on how most sociology teachers employ a version of the method of training used with Thorndike's pigeons. Other suggestions are made concerning an interactive framework in the classroom experience.

Cantor, Nathaniel. "The Teaching and Learning of Sociology." American Journal of Sociology 55 (July, 1949): 18-24.

"Teaching consists in the creation of the most favorable atmosphere in which one can learn. 'Facts' can have no meaning unless assimilated in a particular frame of reference possessed by the observer of the fact. The traditional and current presentation of data is determined by the frame of reference of the instructor or author, who often ignores the possible meanings of the data for the student. The data of sociology cannot be communicated beyond a verbal level unless the student himself integrates the meanings of the data in his own experiences. Such an integration or synthesis cannot be made by the instructor; he can merely help the student to make his own synthesis."

Cheek, F.E. and M. Rosenhaupt. "Are Sociologists Incomprehensible? An Objective Study." American Journal of Sociology 73 (March, 1968): 617-627.

Ewens, B. and D. Emling "Survey Conducted on Teacher Development in Sociology." ASA Footnotes 4,1 (January, 1976): 1+4.

Brief report of major findings from a sample survey of sociology departments on career development activities available for faculty, preparation of graduate students for teaching and the evaluation of teaching activities of sociologists. The survey was conducted for the ASA Projects on Teaching Undergraduate Sociology.

Everett, J. R. "The Calling of Teacher - Scholar," American Journal of Economics and Sociology 24,4 (October, 1965): 395-396.

"Faculty members in American colleges and universities have a two-fold obligation - one to students and one to scholarship. At best, these two responsibilities are in an uneasy tension; at worst, one assumes the ascendancy and excludes the other." (p. 395)

Francis, Roy G. "Sociological Awareness of the Campus: A Review Article." Sociological Quarterly (Spring, 1970): 255-264.

Galliher, John F. "The ASA Code of Ethics on the Protection of Human Beings: Are Students Human Too?" The American Sociologist 10,2 (May, 1975): 113-117.

Noting that the ASA Code of Ethics "deals only with research activities to the exclusion of teaching. . ." Galliher explores some explanations for this omission and presents a "rationale for extension of the Code," and presents some "possible code modifications" covering students "which seem to follow logically from existing rules covering research activities. . ." He discusses probable bases of support and opposition to such an extension concluding that: "If our discipline chooses to ignore teaching in its code, it should at least be prepared to defend this decision." In a letter printed in TAS, 11, 4 (November, 1976): 220, Kenneth R. Trembly, Jr. takes Galliher to task for "lack of practical advice on applying the code in our research and teaching."

Gelfand, D.E. "Sociological Education and Sociological Practice." Teaching Sociology 3,2 (January, 1976): 148-159.

"The development of a 'practice' orientation in receiving increasing support among sociologists. As the demand for sociological employment outside the university increases, traditional sociological training must be reevaluated. The following article discusses two such efforts: (1) a graduate program in Community Sociology designed to train sociologists for nonacademic careers; and (2) a projected program of 'continuing education' for sociologists already at work in the field. The philosophies, components and interrelationships of these two efforts are detailed."

Gulley, William H. "A Sociologist Looks at Sociology in State Colleges." The American Sociologist 1,4 (August, 1966): 204-205.

The take-off point for this article is the changes facing state colleges as they expand, move to incorporate graduate programs and in many cases shed their role as teacher-training institutions. Gulley explores the problems these changes present to departments of sociology and other departments and makes a number of proposals.

Hildahl, Spencer H. "The Role of the Professor," Improving College and University Teaching XVIII,4 (Autumn, 1969): 222.

This sociologist deals with the teacher problem of acknowledging an error without damaging "academic image." He argues that the teacher ought to represent himself to his classes not as a teacher or a professor only, but rather, as a teacher and a student, i.e., if he regards himself "as an aggressive searcher after knowledge." The implications of such a posture are viewed as three-fold: 1) The barrier of the teacher-student dichotomy need no longer impede learning. 2) The professor has demonstrated respect for the student role. 3) The teacher is better able to communicate "a sense of shared analytic curiosity for the academic discipline in question."

Himes, Joseph S. "The Teacher of Sociology in the Negro College." Social Forces 29 (March, 1951): 302-305.

Horan, Patrick M. & Gregory B. Sampson. "The Structure of University Teaching: Some Evidence from Sociology." The American Sociologist 12,1 (February, 1977): 33-41.

"A growing emphasis on research and on graduate and professional training in American universities has placed increasing demands on faculty and reduced the importance of the traditional university focus on undergraduate teaching. This study examines the implications of this trend for faculty to teaching at undergraduate, intermediate and graduate levels. Using data from U.S. sociology departments, we analyze the interrelations between various characteristics of academic departments and the differential allocation of faculty to types of teaching. These interrelations are found to differ qualitatively between major research-oriented departments and other departments." In another paper, Horan discusses the same issues in a methodological article which "presents a conceptual and methodological framework for the multivariate, nonparametric analysis of social structure." He develops a new measure of the degree to which a system is open or closed and compares it to several other statistics. Patrick M. Horan. "Information-Theoretic Measures and the Analysis of Social Structures." Sociological Methods and Research 3,3 (February, 1975): 321-340.

Hughes, Everett C. "Teaching as Fieldwork." *American Sociologist* 5,1 (February, 1970): 13-18.

This paper was the author's presidential address at the 1969 meeting of the Eastern Sociological Society. It contains personal recollections of Hughes' teaching experiences. Going directly from graduate school at Chicago to Montreal to teach sociology at McGill, he learned early "that slight differences may be more important than gross ones." Thus from the first moment teaching became for him field observation. Moreover, to the students in search of emancipation, the sociology teacher was one who could listen to their stories as one who would consider their particular case in some broader perspective. Returning to the United States, Hughes still found some students in search of emancipation. Thus Hughes has arrived at the conviction that a great part of the sociological enterprise is emancipation "through expansion of one's world by penetration into and comparison into the world of other people and other cultures." To emphasize that teaching is fieldwork, Hughes concerns himself with the reciprocal learning going on between teacher and student. In the conclusion of the article he espouses "the ideal of making the teaching of sociology a continuing joint field project of student and teacher."

Janowitz, Morris. "Professionalization of Sociology." *American Journal of Sociology* 78,1 (July, 1972): 107-135.

Karp, David A. and William C. Yoels. "The College Classroom: Some Observations on the Meanings of Student Participation." *Sociology and Social Research* 60,4 (July, 1976): 421-439.

"This study utilizes a symbolic interactionist approach to the investigation of student behavior in the college classroom.... Data were gathered throughout the semester on the interactions occurring" in ten university classes (in sociology and five other disciplines) with class size varying between 12 and 65. Questionnaires were administered to students and teachers at the beginning and end of the semester. "Our observational data indicate that the number of students participating in a given class is not affected by the size of the class" (using an under- and over-40 break point). Authors found that less than 10% of student interactions were in response to comments of other students and less than 10% involved instances where instructors called on specific students. Responses to questionnaires indicate that students and teachers have different reasons for the level of participation. The authors believe that three organizational features of the college classroom "and the situational definitions arising from such features" explain the level and type of participation. Borrowing Goffman's terminology, they conclude, that "instructors define the classroom as an instance of 'focused' interaction while students define it as an instance of an 'unfocused' gathering."

Kart, Gary S. and Howard D. Schwartz "A Test of the Bizarre Navel-Gazing Hypothesis." The American Sociologist 10,2 (May, 1975): 78-83.

A random sample of 150 sociologists listed in the ASA Guide to Graduate Department of Sociology, 1973-1973 (80% response rate) describe their views on the content (and their reading) of The American Sociologist. Presented with five publication types, they ranked teaching first among articles they (a) deserve attention in TAS and (b) read in TAS. Articles on the publication process ranked a close second.

Knudsen, Dean D. and Ted R. Vaughan, "Quality in Graduate Education: A Reevaluation of the Rankings of Sociology Departments in Cortter Report." American Sociologist 4,1 (February, 1969): 12-19.

This article compiles the data of Cartter and Lewis to present evidence that modifies their conclusions. Stressing the importance of subjective evaluations for graduate education, this report seeks to delineate certain conditions under which objective and subjective evaluations are likely to correspond most closely.

Kurtz, Richard A. "The Public Use of Sociological Concepts: Culture and Social Class." American Sociologist 1 (August, 1966): 187-189.

Loh, R.J. "Socialization in College Teaching." Sociology and Social Research 19 (May-June, 1935): 447-453.

Loh's article is important chiefly for the stress he places on the teacher's responsibility for learning outcomes and his assertion that teaching styles can be adjusted to enhance effectiveness. Loh conducted interviews with an unspecified set of 24 teachers and students and tries to make generalizations regarding effective teaching. Though vulnerable on research grounds, the article is useful for Loh's perspectives.

Mannheim, E. "The Drift of Alienated Students to Sociology: An Opinion." American Sociologist 8 (November, 1973): 192-195.

Mauksch, H.O. "Report of the Executive Officer." ASA Footnotes 4,6 (Ausust, 1976): 4+11-12.

One major portion of Mauksch's report deals with the teaching of sociology. Mauksch discusses the ASA Section on Undergraduate Education, the ASA Projects on Teaching Undergraduate Sociology and the role of the ASA in regard to teaching.

Mayhew, Lewis B. "Contriving a Hawthorne Effect," Improving College and University Teaching XIV,3 (Summer, 1966): 133-137.

This educational sociologist proposes that it is not until there is acceptance of the notion that teaching practices can be improved that it is worthwhile to investigate ways of contriving this improvement. He recommends "some simple things" which might aid in instructional improvement: 1) Instructional time should be better organized. 2) There is some value from just participating in an experiment - A Hawthorne Effect type experimentation. 3) There should be a favorable attitude toward data about students, e.g., library use, career of graduates, scores on national tests. 4) There should be the matter of listening to students.

Mills, C. Wright. The Sociological Imagination. New York: Grove Press, 1961.

Several sections of this volume are of direct relevance to the teaching of sociology. Most noteworthy are Mills' discussions of the sociological imagination, the relationships between values and sociology, and his essay "On Intellectual Craftsmanship." On teaching: "Teaching, by the way, I do not regard as altogether in the same case as writing. When one publishes a book it becomes public property; the author's only responsibility to his reading public, if any, is to make it as good a book as he can and he is the final judge of that. But the teacher has further responsibilities. To some extent, students are a captive audience; and to some extent they are dependent upon their teacher, who is something of a model to them. His foremost job is to reveal to them as fully as he can just how a supposedly self-discipoined mind works. The art of teaching is in considerable part the art of thinking out loud but intelligibly."

Mirande, Alfred M. "Mental Rigidity and Performance in Sociology," Pacific Sociological Review 13,1 (Winter, 1970): 62-66.

The author briefly considers the characteristics of introductory sociology which would lead one to expect an inverse relationship between authoritarianism and performance in introductory sociology. Chief among these characteristics are the requirement to change a mental set previously structured by social ideology and the tendency of the introductory course to provide no closure. Mirande describes a study to test the notion of the inverse relationship between authoritarism and performance in sociology. Data on authoritarianism were collected through a questionnaire survey of 85 students in two sections of introductory sociology at a state university. The final grade in the course became the measure of performance. A measure of student ability was also introduced as a control variable and was represented by grade point average.

Morton, Richard K. "The Teacher's Job Load," Improving College and University Teaching XIII, 3 (Summer, 1965): 155-156.

Starting out with the assumption that teaching effectiveness bears some relation to teaching load, this professor of sociology and religion discusses ten aspects of the job load problem.

Orzack, Louis H. "Degrees Attained by Teachers in Four Academic Fields." Sociology of Education 40,2 (Spring, 1967): 176-179.

The author reports a study in which he examined the advanced training of teachers in four academic fields--chemistry, history, psychology, and sociology--at Massachusetts colleges and universities. Sociology was the least rigorous in its requirement of an advanced degree in the teaching field. Thus it was observed that the manpower pool in sociology is variegated, and that until recently the sociological associations have appeared to have avoided such issues as problems of teaching, curricular organization, and program certification.

Park, Robert E. "Methods of Teaching: Impressions and a Verdict." Social Forces 20 (October, 1941): 36-46.

Park discusses attributes of good teachers, the constraints imposed by the classroom, and effective learning environments. Among his impressions and verdicts are the following. "The best methods are likely to be those that the teacher has worked out for himself in the effort to teach. . . . One thing I now recall as characteristic of Dewey's method of teaching is that his students always seemed to have had the notion that he and they were somehow engaged in a common enterprise. With him, learning was always, so it seemed, an advanture; an adventure which was taking us beyond the limits of the safe and certified knowledge into the realm of the problematic and unknown. . . . Under the insidious influences of the classroom-hypotheses, which are intended to raise questions, and theories which are designed to guide research, frequently take the form of doctrine--doctrines which, since they give us, or seek to, a final and authoritative statement of the truth--tend invariably to terminate investigation and discourage that disinterested curiosity which is characteristic of children and of science. . . . The point I am most interested in emphasizing is this: systematization of knowledge cannot be done successfully either by the teacher alone even with the aid of a textbook. The student must do some of the work of discovery and some of the work of interpretation and formulation for himself. My experience is that he does not do this, and that he has never learned how."

Podell, Lawrence. "Sociology: Science or Belief? The Status of this Discipline in Colleges and Universities Today." Journal of Higher Education 37,2 (February, 1966): 80-87.

See Section 15 for a full annotation.

Rhoades, Lawrence J. "Intra-Regional Sociological Association." *American Sociologist* 9,3 (August, 1974): 139-143.

Even though sociologists know very little about organizing at the intra-regional level, this form of association may become increasingly significant. The results of a mail survey indicate that 25 intra-regional associations exist in the U.S. These can be classified into the following categories: 1) informal state, 2) sociology section of social science association, 3) inter-city/inter-state, 4) formal bi-state, and 5) formal state. The paper focuses on data on the 18 associations which are, more or less, formally organized. The annual or semi-annual meeting is the primary activity of the associations. However, activities of special note are evident in Maryland and North Carolina. Maryland has held workshops on teaching methodologies, namely audio-visual techniques and simulation games. North Carolina is organizing a Visiting Sociologists Program which will pool the sociological talent in the state; thus departments can tap sociologists for guest lectures and counseling on curriculum and faculty development.

Satariano, William A. "Sociologists Affiliated with Graduate Departments: A Comparison of the Time Devoted to Teaching and Research." *Teaching Sociology* 3,2 (January, 1976): 194-197.

The purpose of this paper is to contribute to the general study of sociologists as teachers. A sample of sociologists from graduate departments was asked to rank the professional activities of "research" and "teaching" in terms of the amount of time they typically commit to them. The findings are as follows: "Most sociologists devote most of their time to teaching. Second, there is an inverse relationship between departmental prestige and the percentage of department members who commit most of their time to teaching."

Small, Albion W. "Some Demands of Sociology Upon Pedagogy." *American Journal of Sociology* 2 (May, 1897): 839-851.

Wagner, Jon. "Model Building." Chapter 8 in Don M. Flournoy and Associates, *The New Teachers*. San Francisco: Jossey-Bass, 1972.

A sociologist reflects on problems with conventional approaches to teaching and his own discontents and then describes two experimental courses that he found satisfaction in. A personal account with ample description of his classes.

Wilson, Everett K. "What is this Sociology we Profess?" *Journal of Research and Development in Education* (October, 1975).

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